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PROJECT PIPE RESOURCE MANUAL

A Parent-Educator Partnership Project

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ABSTRACT

The manual is intended for inservice training of parents and professional teams in reviewing and rating, from a parent perspective, the existing quality of special education programs for handicapped students. Each team consists of three parents and one educator who receive training in the application of quality indicators previously developed by parents and project staff. Eighty questions comprise the quality indicators for school effectiveness, school climate, curricula/delivery, personnel development, home-school interaction, services, physical plant, and planning. The invitational quality review is planned to be accomplished in 10.5 days. The manual provides detailed instructions, relevant forms, and guidelines for team members on the following evaluation components: planning; conducting an on-site review; preparing individual ratings and summary; preparing team consensus of the overall quality of intermediate unit programs and preparation for the exit conference; conducting the exit conference; following up on the exit conference; and training additional parent/educator teams. A brief pamphlet describing Project PIPE is appended. (DB)

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Project PIPE and Special Education Quality Indicators

Produced by

Parent Educator Collaborative Consortium

Parents In Partnership with Educators

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Joan Kost	Parent Education Network
Paul Frances	Pennsylvania Federation of Teachers
Boyd Weiss	PA State Education Association
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Robert Lent	PA Special Education Directors Association
Roger Meehan	PA Special Education Directors Association
Rose Marie Cibik	PA Assn. School Administrators

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W. Lee Herron, Special Education Adviser/PIPE Project Director
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Illustrations by Barbara Conner

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Foreword

This PIPE in-service manual is a guide for use in reviewing and rating, from a parent perspective, the existing quality of special education programs offered to students with handicaps.

In this project, parents were given the opportunity to develop quality indicators under a federal grant. The proposal was conceived and written by the Pennsylvania Bureau of Special Education and carried forth by the parents of the PIPE staff.

The manual was first piloted in BLAST Intermediate Unit (17) where many important changes were made. A second pilot was held in Allegheny Intermediate Unit (3) where procedures were refined. We are indebted to Robert Lent, Special Education Director, PIPE team members: (parents) William Anderson, Margaret Darby, Jamella Weis and (staff) Douglas Ulkins. To Roger Meehan Special Education Director, PIPE team members: (parent) Roberta Willenkin and (staff) Milton Graves for their critical comment and support.

We hope you will accept this manual as the visible sign of a Parent-Educator Partnership . . . a partnership which will increase and improve the quality of education for students with handicaps.

This imperfect instrument, "The Quality Indicators," is proudly presented as an **initial** effort to quantify the essence of quality in our children's education from a parent perspective.

Project PIPE has two principal objectives. We wish to (1) further the nonadversarial partnership between parents and educators through a mutual attempt to increase quality in special education and (2) do so in a manner which will foster the continuance of this collaborative partnership far beyond the life of the three year federal grant award. Simply, the main goal of PIPE is a lasting parent-educator partnership.

Please understand that the improvement of the quality in special education is only the vehicle we have chosen to reach these two most important goals. While the improvement of quality in special education is extremely important as a minor objective of the project, it is not the major project goal. Definitions of quality vary, are individually subjective, and may change over the years. When a lasting nonadversarial and willing collaborative parent-educator partnership is achieved, a vehicle will be in place to continually improve education for students with handicaps, however quality may be defined or laws rewritten!

The Master Trainers, Ann, Nancy, Judy C., Louise, Judy B. and Glenda have my thanks and admiration. Deep appreciation goes to Pennsylvania, the first state to involve parents and educators in the forming of such a partnership; to parents of children with handicaps; to Gary, Bill and all; and, especially to you, Lee, for the clarity of your vision.

Ellen E. Siciliano

PENNSYLVANIA DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Dear Colleague:

While many people talk about improving quality in special education, only a few actually attempt to do so. Of those few attempts, none appear to hold the promise of success as presented by the efforts of Ellen Siciliano and her Master Trainers. The parents of Project PIPE have not only succeeded in defining quality, but have also recognized the partnerships necessary to implement improvements in quality through a lasting effort with educators. Even if all the laws, regulations, standards, etc. were to go away tomorrow, the efforts of these folks assure quality to students with special needs.

Those of us involved in services to students with handicaps are most aware of parents who make personal sacrifices far beyond those of a most dedicated parent. Ellen and her "*Master Trainers*" (and their families) have given of their own far beyond the contributions of even the most involved parent. Their concern, as obvious from "*Project PIPE*," is for all students with handicaps.

While no amount of thanks can ever compensate the Master Trainers for their effort, we only hope that they can realize some measure of satisfaction from a job well done. On behalf of all those who will benefit from their effort, we wish to express heartfelt thanks to:

Judy Body	Louise Lesko
Judith Coole	Nancy Hoehn
Glenda Fine	Ann Kernan

Finally, to Ellen, our resident parent, who is improving quality in special education from inside the system and, along the way, sensitizing all of us, thanks for your leadership and considerable patience. You have, indeed, changed a "PIPE dream" to a "PIPE line."

With the hope that there are values herein worthy of them, we wish to dedicate this document to those who will receive the benefits of Ellen's effort, our students. That's the way, we are most certain, Ellen would want it to be.

Sincerely,

W. Lee Herron, Ph.D.
Project Director
Bureau of Special Education

Gary J. Makuch, Ed.D.
Director
Bureau of Special Education

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Statement of Purpose

The Parents in Partnership with Educators (PIPE) project has two primary purposes. The first is the development of Parent-Educator Partnerships through the use of parent perceived indicators of quality as a means for parent-professional team reviews of Pennsylvania's intermediate unit programs and services for students with handicaps; the second is to insure the continuation of this partnership.

Introduction:
PIPE Project Overview

Parents In Partnership with Educators (PIPE) is a project concerned with quality PIPE is based on a philosophy of partnership through which some aspects of quality are to be defined and accentuated. Collaboration is essential to partnership. A partnership of parents and educators, together, becomes a force of one that enriches a child's educational experience.

Project PIPE is the mechanism to encourage continuation of a parent-educator partnership which seeks the constant improvement of all special education programs serving students with handicaps. This project enjoys the support of Intermediate Unit (IU) Special Education Directors and the Parent Education Network, a coalition of parent advocacy groups, as well as both the Pennsylvania State Education Association and Pennsylvania Federation of Teachers.

The products of this project are the Quality Indicators, the related training manual and the information brochure. The PIPE staff, joined by an ad hoc committee of parents and educators, developed the Quality Indicators. The actual writing of the indicators explored and tested the best of parent and professional insights, knowledge and stamina. Recognizing quality is not necessarily knowing how to define it! One could cite quality china, quality material, quality skis, etc., but still could not easily define quality in special education because it's so elusive.

After the initial development of the quality indicators, drafts were mailed to parents, advocacy groups and educational agencies for comment. The returned comments were given careful consideration. The PIPE staff then revised the quality indicators and tested all products and procedures. The final set of indicators is representative of parents' perspective of some aspects of quality. The scope of the indicators is envisioned as representative of educational and social aspects in some very significant areas of special education programs that serve students with handicaps.

The Project PIPE process begins with the training of each IU PIPE team which consists of three parents and an IU staff member. The teams were originally recruited by the special education directors and parent advocacy groups from each IU. Two additional similarly structured local teams were also recruited, and will be trained by the first PIPE Teams. Therefore, each IU will have three PIPE review teams available. The Training Project Coordinator, the Master Trainers and many of the team members participated in the Parents Training Parents Project. The P-T-P project, enabled by a federal grant, allowed for initial development of the parent-educator partnerships through the in-service training of parents by parents in cooperation with educational and advocacy agencies.

An invitation extended by the IU director of Special Education to the PIPE team signals the beginning of on-site review of quality in special education programs and more importantly, the Local Education Agency's willingness to foster parent-educator partnerships. The thrust of Project PIPE is to reinforce and cement the parent-educator partnerships with mutual trust and cooperation.

Briefly, the on-site review for quality involves team planning and the preparation necessary to implement the partnership review. Visitations to schools and classes, and team consensus rating of quality.

The exit conference is a meeting of the PIPE team with the IU special education director. At that time PIPE Team members will report the final results of the Quality Review as well as feasible suggestions about how to continue to increase quality. This conference necessitates the team's observance of confidentiality. The information shared between those present is to be strictly confidential. Any information stemming from this conference is to be disseminated only by the Director of Special Education or her/his representative.

The Special Education director will demonstrate her/his willingness to increase the quality of special education programs when, after making improvements suggested by parents, she/he invites the same PIPE Team back to rereview the specific areas which were found to be of lesser quality.

The last step in the PIPE process is a public expression of the intermediate unit's parent-educator partnership efforts and recognition of quality by parents of students with handicaps.

The manual, planned, developed and written by PIPE staff is a detailed set of instructions which guides PIPE team members through the entire process from planning, to on-site review, to consensus rating, to a confidential meeting with the Special Education director. Recognition of existing quality and ultimately a higher level of quality is inspired by these partnerships.

THE TIME HAS COME FOR PARTNERSHIP!

Project Introduction

Presenter Instructions:

- Prearrange with your IU partnership team member to have an overhead projector, screen, and your team's set of transparencies at your local PIPE workshop. Prepare packets including names and addresses of all team members, pretest materials, pencils, and paper, etc. (Refer to workshop materials presented later in this manual)

As Audience Comes In to your local PIPE workshop

- Handout Information Packet
- Display Transparency #1 on overhead projector
- Welcome audience and introduce PIPE training team
- Read Purpose Clause from Transparency #1
- Present brief history and overview — refer to introduction
- Explain that in accordance with the federal grant, a pre in-service assessment must be done. You will also complete the same form after the in-service. The purpose of these "tests" is to assess knowledge gained during the PIPE training.
- Have audience open information packet and take out pretest.
- Instruct team members and others in audience to write T or F next to each statement
- After the audience has completed this pretest, ask them to place them in their folder.
- Collect the pretest at the end of the in-service
- Present "Opening Remarks"

Statement of Purpose

The Parents In Partnership with Educators project has two primary purposes: The first is the development of Parent-Educator Partnership through the use of parent perceived indicators of quality as a means for parent/professional team reviews of Pennsylvania's intermediate unit programs and services for students with handicaps; the second is to insure the continuation of this partnership.

Transparency #1

Opening Remarks

This project, in which you have agreed to participate, is called **PARENTS IN PARTNERSHIP** with **EDUCATORS.** It is a parent training project which gives you an opportunity to conduct an on-site review of the QUALITY of your local intermediate unit special education programs as a means of furthering your partnership with educators.

The major goal of PIPE is the establishment and continuation of a nonadversarial parent-educator partnership in Pennsylvania's 29 intermediate units. Each IU taking part here today is represented by a partnership team comprised of three parents and one IU educator. In a very real sense, then, these partnerships have already begun.

PIPE's secondary goal, through which the partnership will be initiated, is the review of the present level of quality in your intermediate unit and in all the IU's throughout the the state. We, the Master Trainers, our Project Coordinator, Ellen Siciliano, all parents of students with handicaps, are here to instruct you on how to conduct the review in order to initiate the parent-educator partnership.

Over the past two years we have been preparing materials and designing a process for you to use in conducting your local reviews. We have, as a part of that work, compiled a rather extensive list of what we believe are some indicators of quality in intermediate unit special education programs. We have included some indicators in each of the following categories: School Effectiveness, School Climate, Curricula/ Delivery, Personnel Development, Home-School Interaction, Services, Physical Plan and Planning. We have deliberately concentrated on areas which are not matters of "compliance." This was done to ensure a non-adversarial, cooperative atmosphere in which these initial reviews of parent perceived quality might take place. In Pennsylvania, the Program Audit System and the Regional Review System are in place to address "compliance" issues. Our goal is to use the vehicle of the "Quality Indicators" as a tool to develop lasting parent-educator partnerships.

PIPE is a unique project! Parents of special education students have never before attempted to define and review the quality of their childrens' programs; — never — in this state or any other in the nation! So we are the trailblazers, the pioneers. This is essentially a volunteer effort. The honoraria you will receive is to recognize your valuable efforts. It appears there are a lot of directions and forms connected with PIPE Project. Actually though, we provide all of these specifics to make your job simpler. We have even showcased the Quality Indicators because we feel they are such a great initial effort in defining quality; and we're proud of them! In such efforts the challenges are many. In this effort the challenges are even greater since our single goal is, indeed, a partnership.

We ask you to accept the challenge to be the first parents in America to review and determine the level of quality in your intermediate unit as you sow the seeds of fruitful, lasting parent/educator partnerships. Certainly, Pennsylvania's handicapped youth will benefit! And what better goal could we all attempt to reach?

Form #1

Pretest

DIRECTIONS: ANSWER EACH STATEMENT	TRUE	FALSE
1. The best way to reach agreement for a single score based on four or more individually determined scores is to determine an average.	_____	_____
2. IU administrators are strongly opposed to a review of educational quality by parents, especially if parents define quality.	_____	_____
3. When parents find quality in an IU, they should not inform the public since educators may let up on the job.	_____	_____
4. Subjective judgement is not required in defining quality.	_____	_____
5. The PIPE federal grant requires IU's to allow parent review of educational quality as defined by parents.	_____	_____
6. No way now exists to assist IU's in adopting quality practices and products found through parent reviews.	_____	_____
7. The goal of PIPE is, through parent review of quality, to demand quality in the schools.	_____	_____
8. One result of PIPE will be parent initiation of "corrective action plans" legally forcing IU's to make recommended changes.	_____	_____
9. When quality is found in the schools and the parent team awards a certificate, PIPE Partnership efforts should end.	_____	_____
10. One objective of PIPE is to continue to facilitate and help Parent-To-Parent activities continue locally.	_____	_____
11. Teacher unions are opposed to parent review of educational quality in the schools.	_____	_____
12. For both parents and educators, quality is defined by P.L. 94-142/98-199.	_____	_____
13. PIPE is an evaluation of IU compliance with State and Federal laws.	_____	_____
14. P-T-P and PIPE have brought parents into the formal review of compliance via the Program Audit System.	_____	_____
15. The purpose of the quality indicators is to provide parents with the tools and avenues necessary to force schools to improve quality in special education.	_____	_____

	TRUE	FALSE
16. The Bureau of Special Education, Pennsylvania Department of Education, is opposed to parent review of educational quality.		
17. PIPE calls for the positive reinforcement of quality where it is found.		
18. If negatives are found by local PIPE teams, the proposal requires that this information be shared only with the IU Special Education director or her/his representative.		

Introduction to Quality Indicators

Presenter Instructions

- Handout the manual.
- Display transparency #2.
- Ask audience to turn to Showcase Quality Indicators.
- Explain that these are the Showcase Quality Indicators as opposed to the actual working copy and that this set of indicators is the KEYSTONE of the parent effort in initiating the partnerships of Project PIPE. The working indicators, to be presented later, have identifier cues to add to your sense of quality. We strongly believe that **you are the best judges of quality** in your intermediate unit.
- Allow two to three minutes for the PIPE team to skim the Showcase Quality Indicators.
- Briefly review the indicators with the team.
- Be sure to mention **often** that teachers are not being evaluated. Note that the objective is to review the quality of efforts provided by the intermediate unit from a **parent perspective** in order to achieve the goal of a parent-educator partnership.
- Direct the lead PIPE Team to read the purpose of each indicator prior to reviewing the contents of each and note that they pertain to quality and **not** "compliance."

Parents In Partnership with Educators

QUALITY INDICATORS SHOWCASE

These indicators of quality in special education herewith presented, as subjective and incomplete as they might seem, constitute an initial basis for all special education.

PROJECT PIFE

Parents in Partnership with Educators

Transparency #2

School Effectiveness

This category of indicators focuses on the extent to which the school helps a student become an independent, well adjusted contributing member of society.

From a parent perspective and as related to students with handicaps, to what extent:

1. Is the Individual Educational Program (IEP) useful, individualized and sufficiently comprehensive in all of its components to serve as a basis for each student's ongoing classroom instruction?
2. Is administrative/supervisory leadership assertive and effective in response to demonstrated needs of students?
3. Is the principal/supervisor effective in creating an atmosphere of positive expectation toward student achievement?
4. Does the school encourage achievement of individual student competencies which is not limited by category of exceptionality?
5. Does the school contribute to students' desire to learn?
6. Is there an orderly environment which is conducive to learning?
7. Is there a caring environment conducive to learning?

School Climate

This category of indicators addresses the qualities of the feelings that students, parents and teachers have about school.

From a parent perspective and as related to students with handicaps, to what extent:

8. Do regular educators demonstrate an attitude supportive of students with handicaps?
9. Does the educational staff demonstrate pride in the accomplishments of students with handicaps?
10. Do regular educators exhibit positive interaction with students with handicaps?
11. Do special educators exhibit positive interaction with students with handicaps?
12. Is a positive self-concept fostered in the student?

Curricula/Delivery

This category of indicators enables assessment of the quality of the curricula, and how it is delivered to students and communicated to the home.

From a parent perspective and as related to students with handicaps, to what extent:

13. Do elementary level planned courses include prevocational education?
14. Is it implemented at an appropriate age/grade level?
15. Are educational field trips included in prevocational planned course options?
16. Are field trips included in vocational planned courses?
17. Do students have the opportunity to use computers/computer technology?
18. Do students have the opportunity to use adaptive learning equipment?
19. Is the opportunity to use computers encouraged to the same degree as it is for nonhandicapped students?
20. Is homework assigned?
21. Is homework corrected?
22. Is prompt feedback provided to both students and parents?
23. Does the curriculum include adequate skills for increasing independence?
24. Are there sequential vocational options?
25. Is there a statement of opportunity regarding student participation in work experience programs?
26. Is there actual participation in work experience programs?
27. Are mainstreaming decisions individualized rather than made by class or on a categorical basis?
28. Are mainstreaming decisions made with parental input?
29. Is participation of students with handicaps in regular education actually promoted, rather than just tolerated?

30. Do students with handicaps participate in the extracurricular and nonacademic aspects of school life?

31. Do students with handicaps have the opportunity to participate in intramural and extracurricular athletic activities?

32. Do parents have the opportunity to plan classroom accommodations with mainstream classroom teachers?

33. And with the special education teacher?

34. Is there evidence of positive interaction of nonhandicapped students with students with handicaps?

35. Are adequate transition procedures implemented for students experiencing changes such as different transportation, new instructors, new building environments?

36. Do substitute teachers follow the prepared learning plans for each student?

37. Is information and counseling about transition provided to parents and students on an ongoing basis rather than just prior to graduation?

38. Are parents and students made aware of a student's option to remain in school through age 21?

39. Are there abundant learning materials and equipment available to support the planned learning needs of the students?

40. When necessary, are there abundant supplies and equipment available to meet the personal care needs of students?

Personnel Development

This category of indicators measures the ongoing process of learning for both parents and educators.

From a parent perspective and as related to students with handicaps, to what extent:

41. Is there adequate in-service of parents of students of any age, whether newly identified or newly entering school?

42. Is training available to help parents to carry out individual programming in the areas of behaviors, skills, and academics at home?

43. Are the "Guidelines for the Preparation of Teachers . . ." utilized in the in-servicing of all educators?

44. Does the school educate the community concerning the abilities of students with handicaps?

45. Is there in-service orientation of new personnel?

46. Is there ongoing parent in-service?

47. Are materials which have been developed specifically for the training of parents, such as the "Parent-to-Parent" manual, used for parent in-services?

48. Is a packet of information relating to all aspects of education given to parents during their child's evaluation/identification process?

49. Does it contain adequate information related to state and federal laws, regulations and standards, local policies and advocacy groups?

50. Does it include the name of the local school district special education director?

51. Is there required in-service for special education personnel to increase their instructional competencies?

52. Is there required in-service for regular educators to increase their instructional competencies for successful mainstreaming of special education students?

53. Does the school provide timely, useful special education in-service training in response to requests from school personnel?

54. Are transportation personnel offered in-service about the characteristics, needs and management skills relative to students with handicaps?

Home School Interaction

This category of indicators evaluates the extent to which the school encourages parent-educator partnerships.

From a parent perspective and as related to students with handicaps, to what extent:

55. Is parent participation actively solicited, encouraged and facilitated in all aspects of the student's education?

56. Does the school attempt to involve parents as instructional partners in the reinforcing of behaviors, skills and academic competencies to be acquired by the student?

57. Does the school sufficiently communicate with parents to ensure consistency of instruction between the school and home?

58. Are the report(s) of student progress frequently and clearly communicated to parents?

59. Does the school seek input from parents and parent organizations in the improvement of special education?

Services

This category of indicators reviews the quality of some services which may be offered in schools. The availability of these services often indicates extra concern for the child and consequently may characterize a quality school program.

From a parent perspective and as related to students with handicaps, to what extent:

60. Is a school nurse available in schools where the need exists?

61. Is a written policy of administering medications in place?

62. And does it allow self administration under qualified supervision?

63. Are procedures for meeting medical emergencies implemented through formal policy/direction?

64. Is there an attempt to involve community organizations, where appropriate, in the student's education?

65. Are services available to parents and educators to assist them in solving student related behavioral difficulties?

66. Is the transportation schedule for students with handicaps reasonable?

67. Is adaptive equipment provided where necessary for transportation of students with handicapping conditions?

68. Is a two-way communication system in place on bus/van?

Physical Plant

This category of indicators reviews the use of school buildings and how it contributes to the successful education of students with handicaps.

From a parent perspective and as related to students with handicaps, to what extent:

69. Are special education classrooms interspersed with regular education classrooms in a manner which enhances students' educational and social development?

70. Do special education classrooms enhance the positive self-image of students?

71. Are rest room and personal hygiene areas equipped for student needs?

72. Are health and student service personnel located in areas which are accessible to students with handicaps?

Planning

This category of indicators assesses the quality of the planning which is critical for the support of students with handicaps as they are directed toward success in areas appropriate to their skills.

From a parent perspective and as related to students with handicaps, to what extent:

73. Are scheduled times allotted for regular and special educators to exchange information?

74. In accordance with accepted professional standards of confidentiality, is student information, needs, etc. successfully shared from one special education staff member to another as well as from current to future staff members who will be serving the child?

75. In accordance with accepted professional standards of confidentiality, is there an attempt to share/include parent provided information?

76. Are there evaluations of program/service delivery and is information from the evaluations used in program/service modification?

77. Is there an attempt to evaluate the success of students who have completed schooling and is acquired information used in program/service modification?

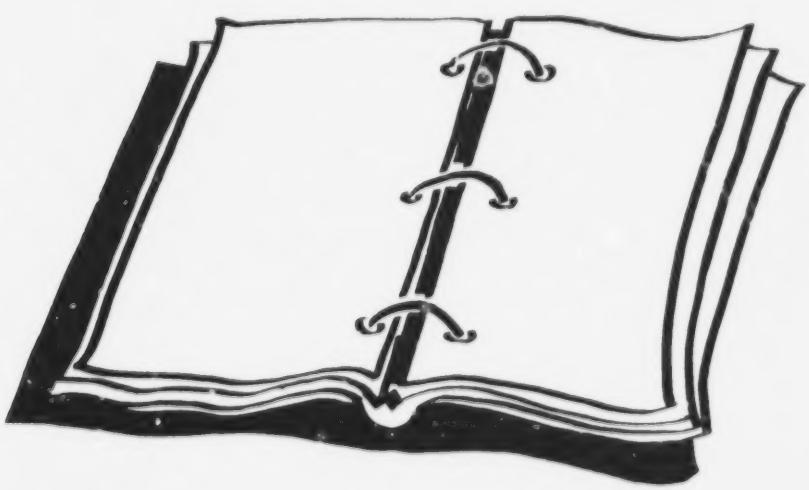
78. Are provisions made for staff recognition?

79. Is there planning involved, and are procedures in place for a pupil's coordinated transition from preschool to school?

80. Are special education student school calendars coordinated with regular education student school calendars?

PIPE Quality Review Guide

- Introduction
- Section I: Planning
- Section II: Conducting On-Site Review
- Section III: Preparing *Individual* Ratings, Recommendations, and Summary Forms
- Section IV: Preparing *Team Consensus* Ratings, Recommendations, Summary Forms and Preparation for Exit Conference
- Section V: Exit Conference
- Section VI: After the Exit Conference; Rereview and/or Certificate Presentation.
- Section VII: Training Additional PIPE Teams



Training Pipe Teams

Presenter Instructions

The PIPE proposal allows three half days for local lead PIPE teams to train the two additional teams.

PIPE proposal allows a total of ten and one-half working days for the invitational quality review. Keep in mind that the manual details tasks to be accomplished and the manner in which they are to be done.

- 3 half days for inservicing two parent teams
- 1 day planning
- 4 days on site
- 2 day wrap up and exit conference
- 2 days rereview if needed

An invitation for review may be delayed for many reasons. Talk with your Special Education director if you have not received an invitation within an appropriate amount of time; encourage a review invitation.

This quality review guide and training manual serve two purposes:

- It is the material from which you will train the two additional teams in your intermediate unit. On-site reviews will occur upon the invitation of Intermediate Unit Special Education director, encouraged by the PIPE staff, and if needed, by your teams. Please note that you, as the first PIPE team, are responsible to train two additional teams **before** you do an on-site review. This will insure the availability of three PIPE Teams in your intermediate unit to assist in your review if needed and, should it be desired by the Special Education director, to fully assist in locally initiated partnerships.
- It will guide you through the entire process of preparing for and conducting your on-site review of the existing quality in your intermediate unit in your attempt to develop **ongoing parent-education partnerships.**

Display Transparency #3. Instill parent-educator cooperation by discussion.

Form #2 is the staff team member's checklist. It identifies the tasks and the informaion needed prior to the team planning meetings.

Form #3 will contain the number of classes by category and level served by the I.U.

Display Transparency #4. This transparency is informational. It is from this type of form that the staff will gather the numbers for Form #3.

Use planning guide checklist Form #4, adding components as needed. Check items as completed.

Each team member should bring a calendar to this planning day in order to schedule class observations to ensure meeting the two week observation time frame.

Collaboration Defined

Collaboration is:

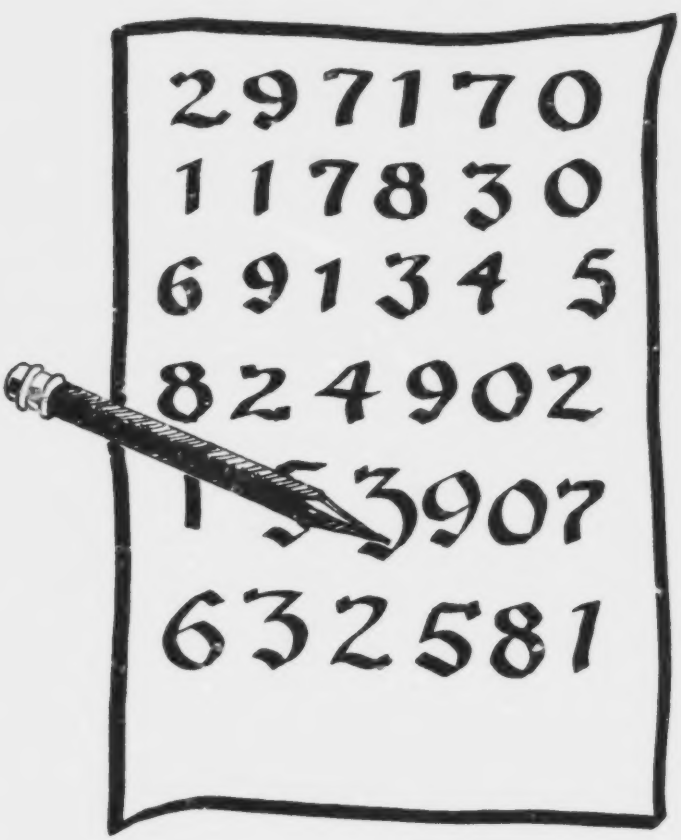
- ► A Vital Component of Partnerships
- ► A Voluntary Relationship
- ► A Joint Responsibility
- ► An Attempt To Reach Consensus and Commitment
- ► A Learning Experience
- ► An Ongoing Relationship.

Transparency #3

PIPE
Quality Review Process

SECTION I
Planning

Good planning is essential to a successful PIPE Team Quality Review. Each step is to be followed explicitly to ensure the development and continuation of a collaborative parent-educator partnership.



Responsibilities of Intermediate Unit Staff Team Member Prior to Planning Day

Presenter Instructions:

There are many tasks to be done before the team planning meeting. The following check list is for the **staff team** member.

_____ Prepare and disseminate the PIPE Bulletin.

_____ Inform special education director of the team's planning day.

_____ Obtain and number CI charts; take to planning day meeting.

_____ Complete Form #3. Take four copies to planning day meeting.

_____ Obtain maps of intermediate unit and provide directions to buildings.

_____ Obtain estimated mileage sheets.

_____ Give 15 copies of the PIPE Evaluation and Evaluation Information sheet to the special education director. Request that they be given to 15 teachers whose classrooms are not selected for on-site review and who would be willing to voluntarily complete them **before the on-site review** and return them to the PIPE Project office.

It is the responsibility of the PIPE staff team member to prepare the following PIPE Bulletin on intermediate unit stationery and arrange for its dissemination to intermediate unit and participating school district administrators for further dissemination to all participants.

PIPE Project Bulletin

Project PIPE (Parents in Partnership with Educators) is a federally funded state and local effort to reinforce the fledgling partnership developed between parents and educators during the Parents Training Parents project. This year, local Project PIPE Teams will, when invited by the intermediate unit, review quality of programs delivered by the IU using parent developed quality indicators. No personnel will be evaluated nor is this a program audit.

The quality indicators were developed by six Master Trainers, all of whom are parents of children with handicaps, and an ad hoc committee. The ad hoc committee included two parents of children with handicaps from the Parent Education Network (PEN), three special education directors, two teachers representing PFT (Pennsylvania Federation of Teachers) and PSEA (Pennsylvania State Education Association) and one superintendent. The use of these parentdeveloped quality indicators will impact directly upon the quality of special education for our students as well as lead to lasting partnerships.

The Master Trainers presented in-service training to PIPE Teams from each IU on the use of the quality indicators. The local PIPE teams include three parents of children with handicaps and one staff person from the IU. The training that they received included observational techniques, step by step guidelines and materials to assist in the review.

The overall confidential results of this review will be shared only with the Special Education director at the exit conference. If necessary, concrete suggestions will be made to strengthen areas of concern towards quality. Thereafter, if the Special Education director chooses, a rereview will be scheduled. Rereviews will be conducted in the same non-adversarial, confidential, courteous and cooperative manner. Again, there will be no teacher or personnel evaluation nor program audits. As partners, both parents and educators can continue to strive toward quality. In all cases of review the PIPE Project will send a letter of appreciation to the IU. When the IU attains a quality level that makes it eligible for an award, a certificate will be presented with attendant publicity.

A member of the PIPE Review Team will be contacting local building administrators to initiate local review of the IU classes in your building if it has been selected for review via random selection procedures. In the interim, if you have questions concerning their effort, please call

SAMPLE

Letter to Special Education Directors

Dear Special Education Director:

Thank you for taking the initial step in accomplishing the key chief goal of Project PIPE — strengthening our local partnership — by inviting us to review and rate the quality of the special education programs you provide to students with handicaps.

Enclosed is a set of the Quality Indicators which were developed by the Project PIPE Master Trainers in conjunction with an ad hoc committee composed of special education directors, representatives of the Parents Education Network (PEN), both teacher organizations and a school superintendent.

Prior to the on-site review, building principals and the teachers whose classes have been selected at random will receive an information packet containing the following:

- An introductory letter
- The purpose statement and the project overview
- The quality indicators

The Quality Indicator rating scale developed for PIPE Team review of quality is as follows:

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

We will be leaving a Project PIPE evaluation to be rated by each teacher of the classrooms we visit, along with a stamped return envelope. This evaluation is one phase of the all round evaluation for the project in order to comply with the U.S. Department of Education, Office of Special Education and Rehabilitative Services requirements. Another phase requires that 15 teachers, whose classrooms will not be visited, complete and return the evaluation on a voluntary basis before the on-site review. Your PIPE staff team member will provide you with the Evaluation forms and Evaluation Information sheets. We are very appreciative of your assistance in this matter.

We shall be meeting at _____ on _____ to complete our planning. Please feel free to stop by if you wish.

Sincerely yours,
The PIPE Team

_____ _____ _____ _____
Parent Parent

_____ _____
Parent Staff

Enclosure

Form #3

Number of IU Classes by Category and Level

► Count how many classes of each category are offered at each level. Enter these numbers on the chart below.

Educable Mentally Retarded:	Elementary #_____( )	Secondary #_____( )
Trainable Mentally Retarded:	Elementary #_____( )	Secondary #_____( )
Severe and Profound Mentally Retarded:	Elementary #_____( )	Secondary #_____( )
Learning Disabled:	Elementary #_____( )	Secondary #_____( )
Socially and Emotionally Disturbed:	Elementary #_____( )	Secondary #_____( )
Hearing Impaired:	Elementary #_____( )	Secondary #_____( )
Visually Impaired:	Elementary #_____( )	Secondary #_____( )
Speech/Language:	Elementary #_____( )	Secondary #_____( )
Physically Handicapped:	Elementary #_____( )	Secondary #_____( )
Mixed Category:	Elementary #_____( )	Secondary #_____( )

C-1 Chart

Organizational Pattern Chart for C-1 of Specific Program/Services by Category

Category:_____ Date:_____

Teacher	School District Building & Type	Students /Class	Grade Levels	Org. Patt.	Aides	Severity Mild Moderate Severe

The information to be placed on C-1 Chart is required by the federal government. Information concerning it is in the Pennsylvania State Plan Section C.1. Hence the name.

Transparency #4

Form #4

Team Planning Guide Checklist for Invitational Review

_____ **Planning and exit conference dates** established. Special Education director's letter delivered.

Check When Completed

_____ Select classes to be reviewed following random selection procedures.

_____ Arrange for dissemination of PIPE Bulletin if not accomplished.

_____ Determine location of classes to be reviewed.

- _____ Maps (Intermediate Unit provided)
- _____ Building Name — Address — Telephone Number
- _____ Principal, and Classroom Teacher names
- _____ Directions
- _____ Estimate Travel Time — Team members coordinate assignments geographically and for convenience to allow opportunity to observe pupil arrival and departure. For team efficiency, if two or more classes in one building are selected, they should be assigned to one team member
- _____ Locate Main Entrance

_____ Duplicate each PIPE Team Member's Individual Schedule of On-Site Reviews (Form #10) for special education director and present her/him with copy before beginning on-site reviews.

_____ From the selected classes, decide your individual tentative itinerary for class observations and prepare list of classes to be visited.

_____ *Establish dates for on-site reviews.

_____ Team members have IU distribute letters of prior notifications to teachers and principals.

***Team Members Please NOTE:** Within the next five working days, each team member must contact each principal whose building they will be visiting to establish a time for the on-site review visit and meeting.*

Packet contents for review

_____ For Teacher
- ► PIPE overview
- ► Teacher letter
- ► Showcase Quality Indicators
- ► PIPE Evaluation information and Form #13, and stamped envelope

_____ For Principal
- ► PIPE overview
- ► Principal letter
- ► Showcase Quality Indicators
- ► Document Related Quality Indicators

_____ For Parents
- ► Provide 15 of each of the following (for distribution by classroom teacher)
- ► Overview
- ► Parent Letter
- ► Showcase Quality Indicators

_____ Schedule two-day consensus meeting within two weeks of last on-site review day.

_____ Schedule Exit Conference for late afternoon of consensus meeting.

_____ Take a packet for each review.

Introduction to Working Quality Indicators for Actual On-site Review

Presenter Instructions

Note and explain that the Quality Indicators have been separated into three sections.

- Document Related Quality Indicators, Form #5
- Observable Indicators, Form #6
- Personal Perception Quality Indicators, Form #7

These are the materials you will use to conduct each of your on-site reviews. Together they comprise the Quality Indicators (80) showcased at the beginning of the manual.

Document Related Quality Indicators

We have extrapolated indicators that pertain to information that can only be obtained by reviewing documents. When you observe each class you will need to review documents to rate each of these quality indicators. When you schedule your visit with the principal, please remind her/him to have the appropriate documents available for you as per letter that has been sent. These indicators must be rated **before** you leave the building.

Form #5

Building_____ Class #_____

Document Related Quality Indicators

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Planned Courses

_____ 13. . . . do elementary level planned courses include prevocational education which is suitable to individual students?

_____ 15. . . . are educational field trips included in prevocational planned course options?

_____ 16. . . . are educational field trips included in vocational planned course.

_____ 24. . . . are there sequential vocational options? (home economics to food service to specialization as relates higher education/job market)

Curriculum

_____ 23. . . . does the curriculum include adequate skills for increasing independence?

_____ 25. . . . is there a statement of opportunity regarding student participation in work experience programs?

_____ 35. . . . are adequate transition procedures implemented for students experiencing changes such as different transportation, new instructors, new building environments?

Building_____ Class #_____

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Personnel Development

_____ 43. . . . are the "Guidelines for the Preparation of Teachers . . ." utilized in the in-servicing of all educators?

_____ 46. . . . is there ongoing parent in-service?

_____ 47. . . . are materials which have been developed specifically for the training of parents such as the "Parent-Training-Parent" manual used for parent in-service?

_____ 48. . . . is a packet of information relating to all aspects of education given to parents during their child evaluation/identification process?

_____ 49. . . . does it contain adequate information related to state and federal laws, regulations and standards, local policies and advocacy groups?

_____ 50. . . . does it include the name of the local school district special education director?

_____ 51. . . . is there required in-service for special education personnel to increase their instructional competencies?

_____ 52. . . . is there required in-service for regular educators to increase their instructional competencies when mainstreaming special education students?

Building_____ Class # _____

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Personnel Development (Continued)

_____ 54. . . . are transportation personnel offered in-services about the characteristics, needs, and management skills relative to students with handicaps?

Services Policies

_____ 61. . . . is a written policy of administering medication in place;

_____ 62. . . . and does it allow self administration under qualified supervision?

_____ 63. . . . are procedures for meeting medical emergencies implemented through formal policy/direction?

Planning

_____ 80. . . . are special education student school calendars coordinated with regular education student school calendars?

Observable Indicators

These indicators of quality can be seen and rated in all school buildings throughout the country by parents and educators. These indicators must be rated before you leave the building.

Form #6

Building_____ Class #_____

Observable Quality Indicators

Rating Scale

3 — Outstanding Quality Observed or Perceived	**1** — Quality Not Observed nor Perceived
2 — Satisfactory Quality Observed or Perceived	**NA** — Not Applicable

SCHOOL EFFECTIVENESS; from a parent perspective and as related to students with handicaps, to what extent:

_____ 5. . . . is the principal effective in creating an atmosphere of positive expectation toward student achievement?

_____ 6. . . . is there an orderly, environment which is conducive to learning?

_____ 7. . . . is there a caring environment which is conducive to learning?

SCHOOL CLIMATE; from a parent perspective and as related to students with handicaps:

_____ 8. . . . do regular educators demonstrate an attitude supportive of special education and students with handicaps?

_____ 9. . . . does the educational staff demonstrate pride in the accomplishments of students with handicaps?

_____ 10. . . . do regular educators exhibit positive interaction with students with handicaps?

Building_____ Class #_____ _____

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

SCHOOL CLIMATE (Continued)

_____ 11. . . . do special educators exhibit positive interaction with students with handicaps?

_____ 12. . . . is a positive self concept fostered in the students?

CURRICULA/DELIVERY; from a parent perspective as related to students with handicaps, to what extent:

_____ 14. . . . is elementary prevocational education implemented?

_____ 17. . . . do students have the opportunity to use computer/computer technology?

_____ 18. . . . do students have the opportunity to use adaptive learning equipment?

_____ 29. . . . is participation of students with handicaps in regular classes actively promoted rather than just tolerated?

_____ 34. . . . is there evidence of positive interaction of nonhandicapped students with students with handicaps?

_____ 39. . . . are there abundant learning materials and equipment available to support the planned learning needs of the student?

Building_____ Class #_____

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

CURRICULA/DELIVERY (Continued)

_____ 40. . . . when necessary are there abundant materials, supplies and equipment available to meet the personal care needs of students?

PHYSICAL PLANT; from a parent perspective and as related to students with handicaps:

_____ 69. . . . are special education classrooms interspersed with regular education classrooms in a manner which enhances students' educational and social development?
- ► location in building
- ► age appropriate visual aids
- ► classroom hospitable to nonhandicapped students

_____ 70. . . . do special education classrooms enhance the positive self-image of students?

_____ 71. . . . are restroom and personal hygiene areas equipped for student needs?
- ► grab bars are readily handy and in proper position to be useful.
- ► dressing areas are provided for students who have a physical disability, in which they may not be made the object of harsh comments.

_____ 72. . . . are health and student service personnel located in areas which are accessible to students with handicaps?

Personal Perception Quality Indicators

These 45 indicators of quality are to be rated by each team member for each building and class visited. This must be done as soon as possible, while your perceptions are fresh. As team members selected by your special education director, these perceptions, along with your experience, will guide you in rating these indicators.

Form #7

Building_____ Class #_____

Personal Perception Quality Indicators

Rating Scale

3 — Outstanding Quality Observed or Perceived	**1** — Quality Not Observed nor Perceived
2 — Satisfactory Quality Observed or Perceived	**NA** — Not Applicable

School Effectiveness; from a parent perspective and as related to students with handicaps, to what extent:

_____ 1. . . . is the IEP useful, individualized and sufficiently comprehensive in all of its components to serve as a basis for each student's ongoing classroom instruction?

_____ 2. . . . is administrative leadership assertive and effective in response to demonstrated needs of students?

_____ 4. . . . does the school encourage achievement of individual student competencies which is not limited by category of exceptionality?

_____ 5. . . . does the school contribute to student's desire to learn?
- ► individual student learning and achievement is recognized
- ► school fosters students' desire to acquire more information, i.e., library and borrowing privileges

Curricula/Delivery; from a parent perspective and as related to students with handicaps, to what extent:

_____ 19. . . . is the opportunity to use computers encouraged to the same degree as it is for nonhandicapped students?

Building_____ Class #_____

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Curricula/Delivery (Continued)

_____ 20. . . . is homework assigned?
- ► academic assignments
- ► studying for tests
- ► cutting with scissors or other pre-academic tasks
- ► behavior reinforcement
- ► written assignments

_____ 21. . . . is homework corrected?

_____ 22. . . . is prompt feedback provided to both students and parents?

_____ 26. . . . is there actual participation in work experience programs?
- ► applicable to secondary level

_____ 27. . . . are mainstreaming decisions individualized rather than made by class or on a categorical basis?

_____ 28. . . . are mainstreaming decisions made with parental input?

_____ 30. . . . do students with handicaps participate in the extracurricular and nonacademic aspects of school life?

Building_____ Class #_____

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Curricula/Delivery (Continued)

_____ 31. . . . do students with handicaps have the opportunity to participate in intramural and extracurricular athletic activities?

_____ 32. . . . do parents have the opportunity to plan classroom accommodations with mainstream classroom teachers?
- ► peer note taking
- ► use of tape recorder
- ► student design projects in lieu of written tests

_____ 33. . . . and the special education teacher?

_____ 36. . . . do substitute teachers follow the prepared learning plans for each student?

_____ 37. . . . is information and counseling about transition provided to parents and students on an ongoing basis rather than just prior to graduation?

_____ 38. . . . are parents and students made aware of a student's option to remain in school through age 21?

Personnel Development; from a parent perspective and as related to students with handicaps, to what extent:

_____ 41. . . . is there adequate in-service of parents of students of any age, whether newly identified or newly entering school?

Building_____ _____ Class #_____

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Personnel Development (Continued)

_____ 42. . . . is training available to help parents carry out individual programming in the areas of behaviors, skills, and academics at home?

_____ 44. . . . does the school educate the community concerning the abilities of students with handicaps?

- ► articles in the local newspapers
- ► visitation of special education programs by:
  - school board members
  - civic groups
  - legislators

_____ 45. . . . is there in-service orientation of new personnel?

_____ 53. . . . does the school provide timely, useful special education in-service training in response to requests from school personnel?

Home-School Interaction; from a parent perspective and as related to students with handicaps, to what extent:

_____ 55. . . . is parent participation actively solicited, encouraged and facilitated in all aspects of the student's education?

_____ 56. . . . does the school attempt to involve parents as instructional partners in the reinforcing of behaviors, skills, and academic competencies to be acquired by the student?

Building_____ Class #_____

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Home-School Interaction (Continued)

_____ 57. . . . does the school sufficiently communicate with parents in order to ensure consistency of instruction between the school and home?

_____ 58. . . . are the report(s) of student progress frequently and clearly communicated to parents?

_____ 59. . . . does the school seek input from parents and parent organizations in the improvement of special education?

Services; from a parent perspective and as related to students with handicaps, to what extent:

_____ 60. . . . is a school nurse available in schools where the need exists?

_____ 64. . . . is there an attempt to involve community organizations, where appropriate, in the student's education?

_____ 65. . . . are services available to parents and educators to assist them in solving student related behavioral difficulties?

_____ 66. . . . is the transportation schedule for students with handicaps reasonable?

Building_____ Class #_____

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Services (Continued)

_____ 66. . . . is the transportation schedule for students with handicaps reasonable?

_____ 67. . . . is adaptive equipment provided where necessary for transportation of students with handicapping conditions?
- ► hydraulic lift
- ► safe way to secure wheelchairs
- ► bracing equipment when appropriate

_____ 68. . . . is a two way communication system in place on bus or van?

Planning; from a parent perspective and as related to students with handicaps, to what extent:

_____ 73. . . . are scheduled times allotted for regular and special educators to exchange information?

_____ 74. . . . in accordance with accepted professional standards of confidentiality, is student information, needs, etc., successfully shared from one special education staff member to another as well as from current to future staff members who will be serving the child?

_____ 75. . . . in accordance with accepted professional standards of confidentiality, is there an attempt to share/include parent provided information?

_____ 76. . . . are there evaluations of program/service delivery and is information secured through the evaluation used in program/service modification?

Building_____ Class #_____

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Planning (Continued)

_____ 77. . . . is there an attempt to evaluate the success of students who have completed schooling and is acquired information used in program/service modification?

_____ 78. . . . are provisions made for staff recognition?

_____ 79. . . . is there planning involved, and are procedures in place, for a pupil's coordinated transition from preschool to school?

Explaining Random Selection of Classes to be Reviewed

Presenter Instructions

Explain: To ensure an impartial selection of classes to be visited during the quality review, PIPE team members will randomly select the 40 classes.

There are several ways to make random selections. We've been doing it since we were children with rhyming games. The method we'll use involves using a Random Number Table which is in your manual.

The following steps will lead to your team's selection of its 40 classes. This selection process will be a team effort. One team member will read the following instructions as each class is being selected.

Another team member will work with the Random Number Table.

Another team member will record classes and the necessary information about the class you select on Form #8 and so on.

Display Transparency #4 (C' chart)

The IU staff team member will provide the necessary information from C-1 charts. These charts are forms which list all special education classes by category and grade level.

1. Refer to Form #3 which your intermediate unit staff team member has prepared and copied for each of you. This form shows the total number of classes offered in your IU on the elementary level and on the secondary level in each category of exceptionality.
2. Take out Form #8 from your packet and keep it close at hand so that you can record the classes your team selects on it.

Display Transparency #5 (Random number chart)

3. Turn to the random number tables which is nothing more than a page full of non-sequential numbers.

   Refer to Form #3. Determine how many of the twenty possible elementary and secondary programs your IU provides.

5. Divide this number into forty. The result is the number of classes in each area you will visit.
6. Forty classes must be visited. You may find that the numbers do not divide equally. In that case distribute the remaining reviews as equally as possible (Consider reviewing additional classes in those categories and levels that serve the greatest number of students. This will complete the forty classes to be reviewed).

7. Enter the number of classes you will visit beside each category and level on form #3. Count the number of classes to make sure you have forty.

8. Enter these classes on form #8 in the order that they appear of form #3. Count them again to make sure you have a total of forty classes.

9. Put the total number of classes your IU provides per category in the column titled (Total # Classes IU Serves) on form #8.

10. It is a good idea to start with the first elementary class on form #8 and then determine the random numbers for all of the elementary classes before you start on the secondary classes.

11. To start your random number selection, have one team member close his/her eyes and point with a pencil anywhere on the random number table. Circle the number your pencil is on

12. Always read the numbers from left to right.

13. Look at form #8, if your first entry is a single digit entry (1-9) use the following procedure:

Single Digits

Compare the single digit entry with the digit you circled on the random number table.

If the circled digit is the same or less than the single digit entry on form #8, record this circled digit on form #8 as your first entry in the random number column.

If the circled digit on the random number table is greater than the first single digit on form #8, proceed to the next digit on the random number table that is the same or less than the first single digit entry on form #8.

Record this single digit random number on form #8 under the random number column.

Double Digits

When you find a double digit entry (10-99) on form #3 use the following procedure.

If the double digit is the same as or less than the double digit entry on form #8, record the double digit on form #8 in the random number column.

If the double digit on the random table is greater than the double digit entry on form #8 proceed to the next double digit on the random number table that is the same or less than the double entry on form #8

Record the double digit random number on form #8 under the random number column.

Triple Digits

When you find a triple digit entry (100-999) on form #3 use the same procedure as above, using groups of three digits from the random number table.

Obtain information from the C-1 charts to complete forms #8 and #9. Remember to provide copies of form #9 to the special education director.

Interesting Situations

Digits preceded by 0 or 00 can indicate a double (eg. 09) or triple digit (eg. 009) number.

If your IU only has one or two classes at a certain level for an exceptionality, those will be the classes you visit — do not use the random number chart.

If you come across the same number twice when selecting classes for a particular category/level, move on to the next appropriate number on the random number chart as you would not want to visit the same class twice.

Remember that a 2, 3, or 4 digit number can use digits from two series of five digits.

Display Transparency #6

Please note that, in completing "The Individual Schedule of On-Site Reviews" class observations may be arranged by team members according to distance from their residence. However, this should be determined by the team. Recall also that, in doing so planning should be accomplished to facilitate the efficient use of time. This is paramount since there are four days for on-site review and there must be 10 reviews by each of the four team members.

Random Table

10750	74452	38409	42926	75980	52242	92927	39894	73478	45093	81595
10751	76547	11904	59737	70354	94635	22752	31138	37663	22670	46715
10752	84627	22865	75988	06481	55847	46204	08452	93605	48695	36791
10753	55765	93196	62547	58409	82527	28979	72976	05771	51751	13350
10754	89905	60533	17874	12688	93920	13692	93781	51781	19904	05789
10755	24734	01194	10075	13485	43145	81515	28060	77317	34176	84143
10756	97094	74291	31899	92010	38393	47126	24636	91415	45077	15613
10757	63980	88288	98956	26679	00748	88177	17848	66342	10893	88391
10758	66006	74865	33060	97838	87081	24181	76320	02273	10852	60397
10759	15759	76795	80775	74179	67307	88621	89028	23477	60192	23979
10760	90971	39333	68974	94089	61533	81046	93774	20327	35721	07208
10761	81463	00806	24683	40348	08520	59610	99334	48469	18248	62739
10762	48002	67511	07323	26190	56024	21335	49876	81060	27207	74104
10763	35365	91853	85428	42775	92714	86837	90649	04835	69472	89204
10764	36572	91812	70735	35564	59805	90552	24983	15319	35558	81256
10765	32913	68383	22573	85726	35573	38118	06076	50525	46222	28159
10766	38951	27616	91328	40925	91659	00772	05510	77388	56809	66607
10767	59944	94555	36393	39363	66446	77159	04557	00925	32845	06551
10768	96507	56281	78158	31720	74083	15120	01288	22613	32393	95160
10769	46708	73179	88644	07734	94854	55368	43020	50369	03564	30863
10770	65301	12953	42180	39432	68212	40338	26977	19347	72323	17618
10771	05137	92796	23236	47042	52717	40790	57365	70030	15953	45872
10772	19520	97157	87586	31462	05105	66632	21755	62313	42802	40043
10773	54354	75375	85641	01377	95253	44487	79904	21266	74922	07092
10774	85170	81635	47767	42467	60196	19715	14605	80311	91906	64254
10775	82768	31169	11730	02740	54711	42873	22438	87763	24786	57678
10776	84731	60843	94104	91264	96426	20055	69257	61622	85902	61448
10777	99448	69788	13097	56339	64117	26057	59760	33448	72104	67221
10778	71621	86697	68438	83975	16540	89525	45693	94359	66359	64829
10779	41818	43427	70362	94547	32727	17801	43191	87654	63935	62125
10780	24303	61743	11076	15493	06005	76612	05530	06814	49457	39723
10781	50715	45199	28904	94628	34354	18192	59004	61984	80373	08066
10782	78698	30642	46423	11046	19593	36204	88753	51670	03071	77976
10783	10165	54353	33618	83928	67124	21864	78424	14001	86457	26582
10784	88958	69871	84796	94683	57484	82870	26683	80388	68115	35554
10785	98921	97577	58394	68771	16975	69861	34937	98295	64721	49511
10786	54087	55839	26820	71501	43452	66707	00965	23451	72551	32052
10787	28024	28386	98320	25743	35509	96209	77892	77830	69054	42504
10788	48227	92366	18148	01955	32463	47807	34220	44702	67189	82734
10789	96099	75774	86751	95153	28497	20388	71032	42182	00551	63297
10790	93251	16304	27700	64563	76697	09654	25138	29549	24061	52850
10791	99641	37676	34956	87228	50769	60259	21491	74858	01247	68977
10792	11221	61510	48761	93166	00559	51856	66345	13400	79350	80860
10793	69359	82626	43230	74399	50255	46678	18560	40986	23541	14198
10794	42342	29993	03023	89508	51423	20434	59817	76923	35384	98973
10795	31611	53191	98984	81410	07941	47321	75763	75519	17999	62204
10796	52565	11937	86407	85579	67525	79315	22501	06329	00422	54770
10797	49733	59387	62203	48276	11584	65328	29716	13680	93833	06388
10798	80354	21366	23000	50019	85860	50111	61277	85399	82506	85554
10799	72463	61242	39729	30540	83397	53859	97883	02659	98369	44149

Transparency #5

Form #8

Randomly Selected Classes

List category and numbers of classes to be reviewed. Forty classes are to be selected, equally as possible, from the categories served. Remember also to have both elementary and secondary levels divided equally as possible.

Elementary Level			Secondary Level		
Total Number Classes Served	Category	Random Number	Total Number Classes Served	Category	Random Number
		Total 20			Total 20

Transparency #6

Form #9

List All Classes Selected to be Observed

Category	Elementary Secondary/	Location/Building	Team Member Reviewing
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			

Transparency #7

Category	Elementary Secondary/	Team Member Location/Building	Reviewing
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			

Form #10

PIPE Team Individual Schedule of On-Site Reviews

Name: _____

Class	School Hours
School District	Lunch Hours
Building Address	Date of Visit
Telephone #	Time of Visit
Principal	
Teacher	

Class	School Hours
School District	Lunch Hours
Building Address	Date of Visit
Telephone #	Time of Visit
Principal	
Teacher	

Class	School Hours
School District	Lunch Hours
Building Address	Date of Visit
Telephone #	Time of Visit
Principal	
Teacher	

Class	School Hours
School District	Lunch Hours
Building Address	Date of Visit
Telephone #	Time of Visit
Principal	
Teacher	

Class	School Hours
School District	Lunch Hours
Building Address	Date of Visit
Telephone #	Time of Visit
Principal	
Teacher	

Class	School Hours
School District	Lunch Hours
Building Address	Date of Visit
Telephone #	Time of Visit
Principal	
Teacher	

Class	School Hours
School District	Lunch Hours
Building Address	Date of Visit
Telephone #	Time of Visit
Principal	
Teacher	

Class	School Hours
School District	Lunch Hours
Building Address	Date of Visit
Telephone #	Time of Visit
Principal	
Teacher	

Class	School Hours
School District	Lunch Hours
Building Address	Date of Visit
Telephone #	Time of Visit
Principal	
Teacher	

Class	School Hours
School District	Lunch Hours
Building Address	Date of Visit
Telephone #	Time of Visit
Principal	
Teacher	

Follow-up Letters of Prior Notification

Presenter Instructions

Be sure IU team members formally notify school building principals about the project and impending visits so they may inform teachers listed on the Individual Schedule of On-Site Reviews.

It is essential that principals and teachers whose buildings and classrooms are to be visited are fully aware of Project PIPI and its true purpose: A partnership between parents and educators. The information to be sent will inform school personnel of the forthcoming visit and the purpose of the project.

Be sure that the IU team members arrange for distribution well in advance of on-site visit, the packets of materials for the principal and each teacher containing:

- Copies of the statement of purpose of Project PIPI
- Copies of the overview of Project PIPI
- Quality Indicators (Showcase)
- Letters on the following pages. Make sure that the teams understand the **letters** in the manual are **samples.** If the teams prefer they may develop their own letters.
- Also include, for the principal's use: The Team Member's Individual Schedule of On-Site Reviews - Form #10 (one for each team member). This will enable her/him to distribute the teacher packets to only those educators whose classes will be reviewed.
- Be sure to circle the classes) which you will be reviewing in his/her building.

Sample Principal Letter

Dear Principal:

Intermediate Unit has invited the Parents In Partnership with Educators (PIPE) team to review randomly selected intermediate unit operated special education programs for quality. Class(es) in your building were randomly selected. We have contacted you by telephone and scheduled observation times. The team members understand observational techniques and will be as unobtrusive as possible.

During the review of the class(es) in your building, it will be necessary to check the following:

____ Elementary Planned Courses on Pre-Vocational Education
____ Secondary Planned Courses on Vocational Education
____ Curricula Related to Life Skills and Work Experience
____ Transition Procedures and Related Formalized Documents
____ Personnel Development Offerings (i.e., in-service, in-service council offerings, materials, etc.)
____ Medical Policies
____ Sp. Ed./Reg. Ed. Coordination of Calendars

At the time of the review, we would very much appreciate your having these documents available. We would also appreciate having an area for reviewing the documents.

Enclosed please find an overview of the PIPE project and a complete set of Quality Indicators. A similar set of materials is included for your distribution to those teachers whose classroom has been selected for review. These may be identified as presented on the "Individual Schedule of On-Site Review." The rating scale developed for the team's rating perceived quality is as follows:

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

The PIPE team thanks you for cooperating with us on this joint partnership, Parents with Educators, to assess the quality of special education programs. This review highlights a partnership which we hope will continue.

If you have any questions, please call.

Sincerely,

The PIPE Team

_____

_____

Tel. ( ) _____

Enclosures

Sample

Dear Classroom Educator:

Project PIPE (Parents in Partnership with Educators) is a federally funded state and local effort to reinforce the fledgling partnership developed between parents and educators during the Parents Training Parent project. This year local PIPE teams will review for quality, programs provided by the Intermediate Unit to students with handicaps, based on the parent developed Quality Indicators.

The Quality Indicators were developed by the PIPE staff, all of whom are parents of children with handicaps, and an ad hoc committee. The ad hoc committee included two parents from PEN (Parent Education Network), three special education directors, two teachers representing PFT (Pennsylvania Federation of Teachers) and PSEA (Pennsylvania State Education Association) and one district superintendent.

IU #____ has invited the Parents In Partnership with Educators (PIPE) team to review randomly selected IU special education programs for quality. Your classroom was selected and we will be contacting the principal by telephone to schedule an observation time. Team members understand observation techniques and will be as unobtrusive as possible. To help us in the effort, please indicate a place for the observer to sit during the approximate 30-minute observation. We wish to stress that **at no time** is teacher/teaching rating a component of our effort.

After the review, an evaluation of the project will be left for you to complete. Please mail it to Project PIPE in the stamped addressed envelope which will be provided. There will be no personal identifying code on these returns. We shall be leaving 15 packets of material on the PIPE Project with you. Will you send a packet home with each of your students?

These efforts, yours and ours, will establish **an ongoing partnership** between parents and educators, as well as recognize, increase and improve existing quality of special education programs for students with handicaps. The review of quality highlights the partnership.

If you have any questions, please call at _____ or between _____ and _____ _____ or _____. The PIPE team thanks you for your cooperation.

Sincerely,

_____	_____
Parent Team Member Tel	Parent Team Member Tel
_____	_____
Parent Team Member Tel	Staff Team Member Tel

Sample Parent Letter

Dear Parent:

Your Intermediate Unit Special Education Director has invited the Parents In Partnership with Educators (PIPE) team to review the quality of programs provided in your IU to students with handicaps. Your child's class was one of the forty classes selected at random to be reviewed.

Enclosed for your information is an overview of the PIPE Project and a copy of the Quality Indicators.

Sincerely,

_____

PIPE Team Member

Telephone #

*Media Release
Sample

NOTE: During the period just prior to the on-site quality assessment, and accomplished via the intermediate unit offices, an article could/should/may appear in local papers explaining about the PIPE team and their anticipated presence in the school. The following information **may** be included in this article.

The Pennsylvania Department of Education, Bureau of Special Education, was the recipient of a federal grant to extend the Parent-Educator Partnership established during the Parent Training Parent project. This effort is called Project PIPE. PIPE stands for Parents In Partnership with Educators. The primary purpose of the project is to strengthen the Parent-Educator relationship.

Indicators of Quality in special education were developed by the Master Trainers (all of whom are parents of handicapped children), and an ad hoc committee composed of teachers representing PSEA (Pennsylvania State Educators Association) and PFT (Pennsylvania Federation of Teachers), Special Education directors, a superintendent, and two parents from PEN (Parent Education Network). These Quality Indicators will be used as a tool to review QUALITY in programs provided by the Intermediate Units to students with handicaps.

The Master Trainers presented in-service training to the first PIPE team from each intermediate unit on the use of the Quality Indicators. The local teams, three parents and an intermediate unit staff person, will review programs for Quality at the invitation of the Director of Special Education. A certificate of award will be issued to the intermediate unit when the existing quality meets the PIPE Project criteria as determined by the local team.

Members of the PIPE Team in Intermediate Unit #_____ are:

_____

_____

_____

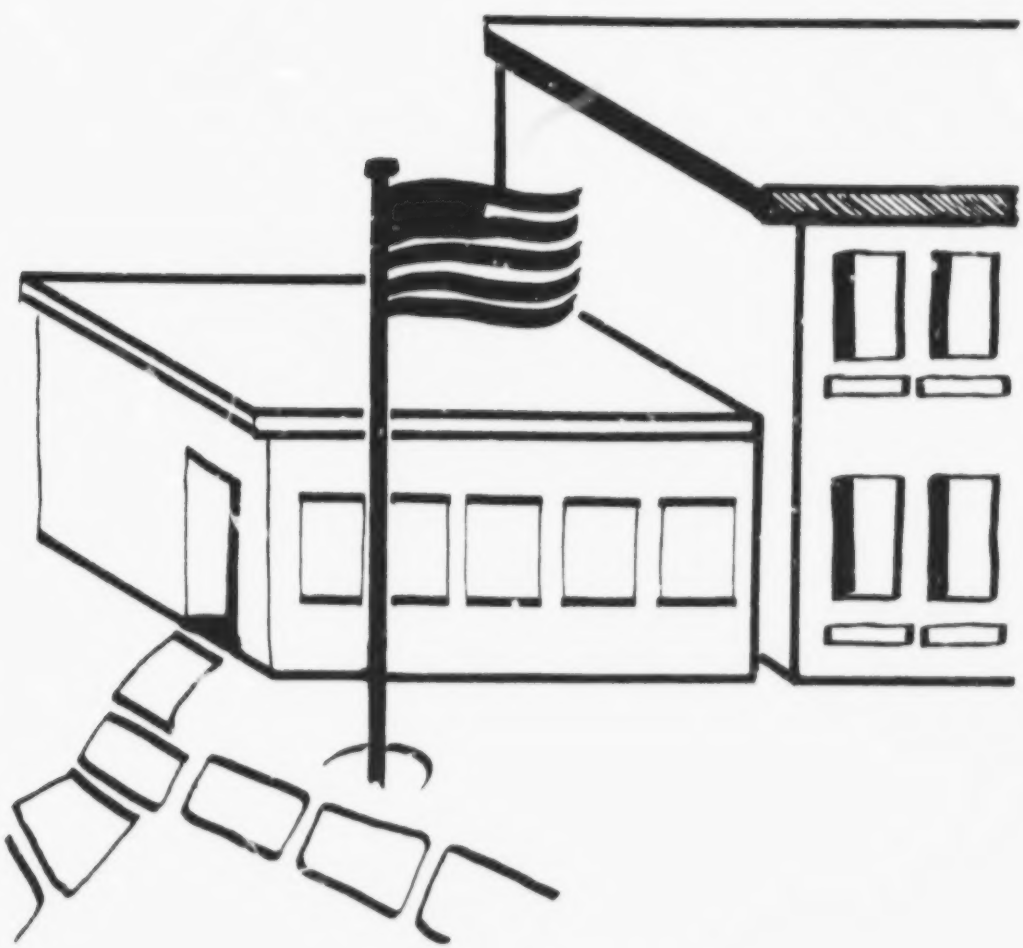
*Attach "Statement of Purpose," Overview of Project PIPE, and Quality Indicators for peer use.

Contact: Ms. Ellen Siciliano (Coordinator) or Dr. W. Lee Herron (Project Director), for full project information: (412) 469-2540/("1") "83-6913.

Contact: Local PIPE Team Member for local use and implementation via the intermediate unit, office of the director of special education.

SECTION II
Conducting the On-Site Review

The on-site review provides the PIPE team members with a unique opportunity to observe and gather information on the quality of special education programs provided by the intermediate unit. This on-site review activity demonstrates mutual respect and trust between parents and educators — a partnership.



Individual Team Members Assessment of an On-Site Program Review

Presenter Instructions:

Detail the following information to your audience.

The PIPE team, comprised of three parents and an IU educator acting in partnership, is **the** central component of the PIPE Quality Review Process. This team goes on-site in 40 different locations within the IU to get a first-hand feeling about the level of quality as a whole. The Individual On-Site Checklist (Form #12) will help you.

The entire set of Quality Indicators must be completed for each of the ten programs visited by each one of the PIPE team members. Use the Quality Indicator Rating Scale to determine your score for **each** of the 80 Quality Indicators for **each** of your on-site reviews. Of course, the **Observable Indicators** must be completed while the team member is visiting on-site. The **Document Related Quality Indicators** must be completed before leaving the site. The documents for planned courses to be reviewed within a school district would be Special Education Planned Courses — Elementary or Secondary. In a "Center" all the planned courses are adapted from curriculum requirements, and all are special Education planned courses. The **Personal Perception Quality Indicators** per review must also be rated the same day, but not necessarily on-site. This will result in a score for each of the 80 Quality Indicators reviewed by each team member during the quality review process. You will end up with three sets of specific indicators for each location — ten sets of three in all. Each set comprises the entire 80 Quality Indicators.

In addition, we are asking you to please complete the Program of Outstanding Quality form when a program of **outstanding quality** worthy of commendation has been observed. Please familiarize yourself with Form #11 (Program of Outstanding Quality) before beginning your on-site reviews. Such a program may be worthy of replication across the Commonwealth (Show Transparency #8). When a PIPE team member reviews a program he/she considers outstanding, the Program of Excellent Quality Form #11 should be completed. While not directly related to the IU review, a single program of excellent quality may well have ramifications across the Commonwealth. A vehicle, the Pennsylvania Promising Practices and Processes catalog, describes and disseminates information about innovative programs that have proven worth. Special education students in other areas will benefit. Your completion of the Program of Outstanding Quality Form, and its submission to the PIPE office, will place the program you observed in consideration for dissemination.

In addition, during the exit conference, you should commend, in writing, the IU for any program/programs you have recommended to Pennsylvania Promising Practices and Processes. This commendation should be delivered to the IU special education director at the exit conference and considered for inclusion in media releases. Recall that commendations of excellent programs by individual team members are not part of the team consensus procedure. However, you should share this information with your PIPE team members.

Quality Indicator Rating Scale

Directions: Recall that each of the items on the various indicator forms is to be rated on a three(3) point scale ranging from "1" (one); quality not observed or perceived to "3" (three); outstanding quality observed or perceived.

The Rating Scale is:

Rating Scale

(Rate 3):	Outstanding Quality Observed or Perceived
(Rate 2):	Satisfactory Quality Observed or Perceived
(Rate 1):	Quality Not Observed nor Perceived
(Rate NA):	Not Applicable

1. NA not applicable applies in situations where the item is obviously not applicable, i.e., work experience at an elementary level.

2. Prevocational programs apply to both elementary and secondary levels. Vocational programs apply to secondary level only.

Project PIPE defines quality for recognition as a score of "2" or above per indicator. The total number of "2"s or above indicate the level of recognition or certificate to be awarded. This recognition or presentation, or perhaps the need for review will be determined by the team at the PIPE Team Joint Consensus meeting.

Form #11

* Program of Excellent Quality

(For recommendation to Pennsylvania Promising Practices and Processes)

Building/IU _____

Principal _____

Program Contact Person (i.e., Supervisor) _____

Class/Category _____

Teacher _____

Justification of Recommendation to Pennsylvania Promising Practices and Processes

_____

_____

_____

_____

_____

_____

PIPE Team Member _____

Date _____

**Forward to PIPE office for consideration by Pennsylvania Promising Practices and Processes.*

Transparency #8

Form #12

Individual On-Site Check List

WHAT TO TAKE	CHECK WHEN COMPLETED
Maps or directions to site	
Take packets of materials including:	
► Document Related Quality Indicators Form #5	
► Observable Quality Indicators Form #6	
► Personal Perception Quality Indicators Form #7	
► PIPE Project Evaluation Form, related letters and stamped envelopes	
► Packet for Parents including:	
— Letter	
— Quality Indicators	
— Overview of Project	
Pencils	
Clip board	

WHAT TO DO

► Meet/greet principal (as arranged)	
— Confirm time frame	
► Observe in each class for 30 minutes	
► Review material related to the Document Related Quality Indicators	
► Observe halls, recess, lunch, restrooms, etc.	
Rate Observable and Document Related Quality Indicators before leaving building	
Leave PIPE Project Evaluation information, PIPE Project Evaluation (Form #13), stamped-addressed envelope, and parent packets	
Be sure to keep track of your mileage	

How to Conduct an On-Site Review of Quality

Presenter Instructions:

1. Be very familiar with all Quality Indicators before your on-site reviews.
2. Take the following on-site materials for each on-site review:

   For PIPE Team Member use:

   - Document Related Quality Indicators
   - Observable Quality Indicators
   - Personal Perception Quality Indicators

   To Be Given To Each Teacher:

   - Project PIPE Evaluation Information and PIPE Evaluation
   - Stamped addressed envelope
   - 15 parent letters
   - 15 Showcase Quality Indicators for Parents
   - 15 Project Overviews for Parents

3. As you conduct each on site review, fill out building name and class number (random number) on each sheet of your three sets of Quality Indicators.
4. Arrive on time and reconfirm scheduling with the principal or his designee.
5. Review documents and complete Document Related Quality Indicators.
6. Observe classroom and complete pertinent Observation Quality Indicators.
7. Tour building and complete pertinent Observation Quality Indicators.
8. Take notes to assist you in completing the Personal Perception Quality Indicators. To avoid confusing sites try to complete these Personal Perception Quality Indicators before your next review.
9. In the space between indicators, be sure to write feasible suggestions for improvement to a satisfactory level if you score an indicator lower than a "2."
10. While conducting your classroom observation, keep in mind that a good observation is to be as unobtrusive as possible so that you can get an idea of how the class normally operates. Successful observers usually try to look as though they are reading or writing, so as not to make eye contact with students and distract them from what they are supposed to be doing. Remember that your purpose is to observe quietly and **not** to interact with the students.
11. After the observations, request the teacher to "grade" the Project using the PIPE Project Evaluation Form #13 which you will give to the teacher at this time. Ask her/him to mail it to Project PIPE in the attached self-addressed envelope. Leave 15 packets of parent information to be taken home by students.

PIPE Project Evaluation Information

Project PIPE has two principal objectives. We wish to (1) **further the non-adversarial partnership between parents and educators** through a mutual attempt to increase quality in special education and (2) do so in a manner which will **foster the continuance of this collaborative partnership far beyond the life of the three year federal grant award. Simply, the main goal of PIPE is a lasting parent-educator partnership.**

Please understand that the improvement of quality in special education is only the vehicle we have chosen to reach these two most important goals. While the improvement of quality in special education is extremely important as a minor objective of the project, it is not the major project goal. Definitions of quality vary, are individually subjective, and may change over the years. When a lasting non-adversarial and willing collaborative parent-educator partnership is achieved, a vehicle will be in place to continually improve education for students with handicaps, however quality may be defined or laws rewritten.

We need to know if our efforts are succeeding in reaching the goal of a lasting parent-educator partnership in order to, if needed, adjust our efforts along the way so that we may, in fact, achieve our goal. Likewise, we would like to know at the end of the formal PIPE project if we have succeeded. Consequently, at various times in the project, we will assess the effects of PIPE's effort toward goal achievement and its impact on all participants.

Please help us measure our successes and failures. What follows is an attempt to assess our progress toward goal achievement. Please complete the questionnaire at this time reflective of your participation in PIPE and/or from your perspective of PIPE's goals. Your input will help us know if what we are doing is succeeding and, if needed, help us modify our efforts to better achieve the goal of a lasting parent-educator partnership.

Please return evaluation forms to
Project PIPE
1900 Clairton Road
West Mifflin, PA 15122

PIPE Project Evaluation

Directions: We are familiar with school grades. This is your opportunity to grade PIPE. Please circle the letter **grade which you believe PIPE will achieve (has achieved)** on the following items:

A B C D F 1. Parents and educators working together to further improve education for students with handicaps.

A B C D F 2. Parent acceptance of educators as willing and cooperative co-partners.

A B C D F 3. Skills of PIPE staff to implement project procedures in a manner which fosters a true partnership.

A B C D F 4. Increased commitment to a parent-educator partnership by the Bureau of Special Education, IU administrators and local school personnel.

A B C D F 5. Skills of PIPE Parents to foster local partnerships by focusing only on the quality indicators.

A B C D F 6. Willingness of IU's to invite a parent review process into their schools.

A B C D F 7. Involving parents as auditors in the Bureau of Special Education Program Audit system.

A B C D F 8. A second invitation from the IU for parent rereview, if necessary.

A B C D F 9. A willing coalition of parents and educators reviewing programs and jointly attempting to make sequential mutual improvements in quality special education.

A B C D F 10. Increased perception by educators that parents are equal partners in the education process.

A B C D F 11. Increased use of collective parent-educators actions and mutual assistance in making educational changes.

A B C D F 12. A parent-educator partnership which will be capable of joint efforts in areas other than educational quality.

A B C D F 13. Increased ability of advocacy and educational agencies to willingly mediate difficulties, achieve working consensus, and initiate collective actions beneficial to students with handicaps.

A B C D F 14. IU willingness to continue to facilitate local PIPE partnerships beyond Project PIPE.

A B C D F 15. Increased skills of educators to willingly foster partnerships with parents.

A B C D F 16. Skills of PIPE parents to reward positive review findings publicly, to share any negative findings only with the IU, and to do so in a partnership manner.

A B C D F 17. Teachers and administrators will support the continuation of an alliance between the school and advocacy agencies/parents.

PIPE
Quality Review Process

SECTION III
Preparing Individual Averaged Ratings and Preparing Individual Rating Summary

This section explains the process by which each team member will arrive at a single averaged rating for each of the 80 Quality Indicators. It also explains the use of recording forms.

Directions for Individual Team Member Preparation of On-site Quality Review Summary

Presenter Instructions:

Clearly explain the following procedures to your audiences

- As a PIPE team member, you will have completed ten (10) full sets of the Quality Indicators, one for each on-site visit you have made. One full set includes the Document Related Indicators, Observable Indicators and Personal Perception Indicators.

- Before meeting with your other three (3) team members to agree on final outcomes, you will need to calculate the average of all ten (10) scores you have given for **each** of the indicators. This means, for example, you will start with the first Document Relates Indicator number 1.5 and add each of the ten ratings you gave on that particular indicator. Then you will divide that number by 10. Do so for each indicator.

- Carefully Record your average for **each** indicator beside the **corresponding number** on the full set of Quality Indicators (Form #16). Please note that the Document Related Quality Indicators, Observable Indicators and Personal Perception Indicators are not numbered sequentially but the full set of Quality Indicators (Form #16) is numbered sequentially. Therefore you will need to exercise extreme care in recording the scores where they belong on the full set.

- Display Transparency #9.

- Transfer those scores to the **Individual** Reviewers Rating Summary (Form #14). Be careful to write in the comments column all **feasible** suggestions for the improvement of quality to a score of "2" for items that are rated less than "2". Refer to your individual score sheets per building review and suggestions for improvements. Keep those per building score sheets and suggestions for future reference. Remember all information is confidential.

- Carrying out the above steps will prepare you to attend the team wrap-up meeting with all of the information you will need to engage in consensus with your team members and arrive at a general score for each of the 80 quality indicators. Be sure to take any Excellent Quality Program Form (Form #11).

Form #14

Individual Reviewer's Rating Summary

Reviewer: _____(Signature)

_____

IU: _____

Directions: Team Member (Individual Reviewer)

- Record your average scores for **each** of the 80 Quality Indicators on this form.
- Enter your comments in order to facilitate team negotiation and development of suggestions for quality improvement at the wrap-up.

Criteria	Rating 3	2	1	Comments (to facilitate action recommendations for IU)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				

Transparency #9

Criteria	Rating 3	2	1	Comments (to facilitate action recommendations for IU)
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				

Criteria	Rating 3	2	1	Comments (to facilitate action recommendations for IU)
43				
44				
45				
46				
47				
48				
49				
50				
51				
52				
53				
54				
55				
56				
57				
58				
59				
60				
61				
62				
63				
64				
65				
66				
67				

Criteria	Rating			Comments (to facilitate action recommendations for IU)
	3	2	1	
68				
69				
70				
71				
72				
73				
74				
75				
76				
77				
78				
79				
80				

PIPE
Quality Review Process

SECTION IV
Preparing Team Consensus of the Overall Quality of the Intermediate Unit Programs and Preparation for the Exit Conference

After on-site reviews and Individual Reviewer's Rating Summaries have been completed, PIPE team members will meet to arrive at a team consensus. In this section, you will find directions for arriving, as a team, at the final score for each indicator, as well as arriving at practical suggestions for improvement of items receiving a joint rating of "1." Collaboration, and consensus are key words at this meeting.

PIPE Team Consensus Sessions

Presenter Instructions

Show Transparency #5 again and emphasize:

The consensus meeting is the team working session held after the on-site reviews are completed and individual team members have calculated their overall scores. It is the time when team members come together to arrive at a final score and, if necessary, a recommendation for each of the indicators using the art of consensus.

- Two working days have been reserved for these activities and the exit conference with your intermediate unit special education director.
- Remember the meeting date was agreed upon **before** the on-site reviews took place so that the team members could have their work completed and their scores recorded on their Individual Reviewer's Rating Summary before the consensus meeting.
- All matters discussed while arriving at consensus at this meeting are confidential. Information is to be relayed only to the special education director.
- All PIPE team member individual information garnered during on-site reviews may be filed in your individual personal file and is confidential.

Team members will carry out the following activities at the "consensus" meeting:

- As the team determines a consensus score for each Quality Indicator, record this score on the Joint Reviewer's Rating (Form #15).
- For each item with a consensus score **below** "2" determine, by consensus, feasible suggestions for improvement to a "2." Remember each team member has recorded all feasible suggestions for "1" scores. Also keep in mind your task is to develop suggestions for the intermediate unit which, if implemented, would result in a score of "2."
- Record suggestions on Joint Reviewers Rating Form. Enter N/A when score is a "2" or "5."
- Record final score on the Complete Set of Quality Indicators Form #16.
- Duplicate both of the forms (Form #15 Joint Reviewer's Rating and Form #16 Complete Set of Quality Indicators) (one for each team member). Take your copy to exit conference. After the Exit Conference, place in your personal file.
- The original Joint Reviewer Rating Form #15 and the original Quality Indicator Form #16 are to be presented to the special education director at the exit conference. The suggestions are for her/his use.
- All team members will sign the completed Joint Reviewers Rating Form #15.

The Art of Consensus

Presenter Instructions:

Highlight the following:

A consensus is an agreement in which each side makes compromises. It may be difficult to reach a consensus, but it is well worth the effort. Partnerships are formed this way. **It is also a procedure in which others provide information you may not have.**

- First, identify the most important issue of disagreement. Sometimes we flounder in general disagreement or confusion about a decision until someone "sharpens" the conflict by pointing out where the most basic point of contention lies. Focusing on the issue is a necessary step to understanding and dealing with disagreement.
- Listen to others, they may have information you do not.
- Determine which areas you can compromise or "give up" on, and don't get stuck defending them to the death because you hate to give in. On the other hand, don't offer to compromise in areas that are very important to you just to be a good sport. If you agree to a decision unwillingly, or allow someone else to do so, you won't really be committed to the agreement.
- TRY to select the solution that comes closest to meeting our major objective, which is to nurture the Parent-Educator Partnership, and at the same time improve the quality of special education for students with handicaps.
- Be open-minded about compromise on some scores.
- An average should be drawn only if a team member(s) in good conscience cannot alter his/her score.
- When discussing specific feasible team suggestions for quality improvement, expect to negotiate on the suggestions. Your suggestions are for improving the overall quality as well as explicit improvements. For instance, students with handicaps should eat in the lunchroom with students their own age instead of in their classroom.

Once you reach a personal compromise and group consensus, congratulate yourselves on your success!

Form #15

Joint Reviewer's Rating

IU #: _____ Date _____

Reviewers: _____ (Parent/Team Leader)

_____ (Parent)

_____ (Parent)

_____ (IU Staff)

Criterion	Consensus Item Score 3	2	1	Agreed upon specific actions/improvements perceived as necessary to improve item score to two (2). Enter N/A if consensus score is 2, or 3.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				

Criterion	Consensus Item Score 3	2	1	Agreed upon specific actions/improvements perceived as necessary to improve item score to two (2). Enter N/A if consensus score is 2, or 3.
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				
43				
44				

Criterion	Consensus Item Score 3	2	1	Agreed upon specific actions/improvements perceived as necessary to improve item score to two (2). Enter N/A if consensus score is 2, or 3.
45				
46				
47				
48				
49				
50				
51				
52				
53				
54				
55				
56				
57				
58				
59				
60				
61				
62				
63				
64				
65				
66				
67				
68				
69				

Criterion	Consensus Item Score 3	2	1	Agreed upon specific actions/improvements perceived as necessary to improve item score to two (2). Enter N/A if consensus score is 2, or 3.
70				
71				
72				
73				
74				
75				
76				
77				
78				
79				
80				

Total_____

Total of 2's or above scores

Form #16

Quality Indicators

(Full Set)

Rating Scale

3	— Outstanding Quality Observed or Perceived	1	— Quality Not Observed nor Perceived
2	— Satisfactory Quality Observed or Perceived	NA	— Not Applicable

This Category of Quality Indicators focuses on the extent to which the school helps a student become an independent, well-adjusted, contributing member of society.

School Effectiveness — From a parent perspective and as related to students with handicaps to what extent

_____ 1. . . . is the IEP useful, individualized and sufficiently comprehensive in all of its components to serve as a basis for each student's ongoing classroom instruction?

_____ 2. . . . is administrative leadership assertive and effective in response to demonstrated needs of students?

_____ 3. . . . is the principal effective in creating an atmosphere of positive expectation toward student achievement?

_____ 4. . . . does the school encourage achievement of individual student competencies which is not limited by category of exceptionality?

_____ 5. . . does the school contribute to student's desire to learn?
- ► individual student learning and achievement is recognized
- ► school fosters students' desire to acquire more information, i.e., library and borrowing privileges

_____ 6. . . . is there an orderly environment which is conducive to learning?

_____ 7. . . . is there a caring environment which is conducive to learning?

SCHOOL CLIMATE

This Category of Quality Indicators addresses the qualities of the feelings that students, parents and teachers have about school.

School Climate — From a parent perspective and as related to students with handicaps, to what extent

_____ 8. . . . do regular educators demonstrate an attitude supportive of students with handicaps?

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

School Climate (Continued)

_____ 9. . . . does the educational staff demonstrate pride in the accomplishments of students with handicaps?
► present student awards at assemblies

_____ 10. . . . do regular educators exhibit positive interaction with students with handicaps?

_____ 11. . . . do special educators exhibit positive interaction with students with handicaps?

_____ 12. . . . is a positive self-concept fostered in the student?

CURRICULA/DELIVERY

This Category of Indicators enables the assessment of the quality of the curricula, how it is delivered to students with handicaps and communicated to the home.

Curricula/Delivery — From a parent perspective and as related to students with handicaps, to what extent

_____ 13. . . . do elementary level planned courses include prevocational education?

_____ 14. . . . is it implemented?

_____ 15. . . . are educational field trips included in prevocational planned course options?

_____ 16. . . . are field trips included in vocational planned course?

_____ 17. . . . do students have the opportunity to use computers/computer technology?

_____ 18. . . . do students have the opportunity to use adaptive learning equipment?

_____ 19. . . . is the opportunity to use computers encouraged to the same degree as it is for nonhandicapped students?

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Curricula/Delivery (Continued)

_____ 20. . . . is homework assigned?
- ► academic assignment
- ► studying for tests
- ► cutting with scissors or other pre-academic tasks
- ► behavior reinforcement
- ► written assignments

_____ 21. . . . is homework corrected?

_____ 22. . . . is prompt feedback provided to both students and parents?

_____ 23. . . . does the curriculum include adequate skills for increasing independence?

_____ 24. . . . are there sequential vocational options?
- ► Applicable to secondary level
- ► home economics to food service to specialization as relates to higher education/job market

_____ 25. . . . is there a statement of opportunity regarding student participation in work experience progr: ms?

_____ 26 . . . is there actual participation in work experience programs?
- ► Applicable to secondary level

_____ 27. . . . are mainstreaming decisions individualized rather than made by class or on a categorical basis?

_____ 28. . . . are mainstreaming decisions made with parental input?

_____ 29. . . . is participation of students with handicaps in regular classes actually promoted, rather than just tolerated?

_____ 30. . . . do students with handicaps participate in the extracurricular and nonacademic aspects of school life?

_____ 31. . . . do students with handicaps have the opportunity to participate in intramural and extracurricular athletic activities?

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Curricula/Delivery (Continued)

_____ 32. . . . do parents have the opportunity to plan classroom accommodations with mainstream classroom teachers?
- ► peer note taking
- ► use of tape recorder
- ► student design projects in lieu of written tests

_____ 33. . . . and the special education teacher?

_____ 34. . . . is there evidence of positive interaction of nonhandicapped students with students with handicaps?

_____ 35. . . . are adequate transition procedures implemented for students experiencing changes such as different transportation, new instructors, new building environments?

_____ 36. . . . do substitute teachers follow the prepared learning plans for each student?

_____ 37. . . . is information and counseling about transition provided to parents and students on an ongoing basis rather than just prior to graduation.

_____ 38 . . . are parents and students made aware of a student's option remain in school through age 21?

_____ 39 . . . are there abundant learning materials and equipment available to support the planned learning needs of the student?

_____ 40. . . . when necessary, are there abundant supplies available to meet the personal care needs of students?

PERSONNEL DEVELOPMENT

This Category of Indicators measures the ongoing process of learning for both parents and educators.

Personnel Development — From a parent perspective and as related to students with handicaps, to what extent

_____ 41. . . . is there adequate in-service of parents of students of any age, whether newly identified or newly entering school?

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Personnel Development (Continued)

_____ 42. . . . is training available to help parents carry out individual programming in the areas of behaviors, skills, and academics at home?

_____ 43. . . . are the "Guidelines for the Preparation of Teachers . . . " utilized in the in-servicing of all educators?

_____ 44. . . . does the school educate the community concerning the abilities of students with handicaps?
- ► articles in the local newspapers
- ► visitation of special education programs by:
  - • school board members
  - • civic groups
  - • legislators

_____ 45. . . . is there in-service orientation of new personnel?

_____ 46. . . . is there ongoing parent in-service?

_____ 47. . . . are materials, which have been developed specifically for the training of parents, such as the "Parent-Training-Parent" manual, used for parent in-services?

_____ 48. . . . is a packet of information relating to all aspects of education given to parents during their child evaluation/identification process?

_____ 49. . . . does it contain adequate information related to state and federal laws, regulations and standards, local policies and advocacy groups?

_____ 50. . . . does it include the name of the local school district special education director?

_____ 51. . . . is there required in-service for special education personnel to increase their instructional competencies?

_____ 52. . . . is there required in-service for regular educators to increase their instructional competencies for successful mainstreaming of special education students?

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Personnel Development (Continued)

_____ 53. . . . does the school provide timely, useful special education inservice training in response to requests from school personnel?

_____ 54. . . . are transportation personnel offered in-services about the characteristics, needs and management skills relative to students with handicaps?

HOME-SCHOOL INTERACTION

This Category of Indicators evaluates the extent to which the school encourages the parent-educator partnerships.

Home-School Interaction — From a parent perspective and as related to students with handicaps, to what extent

_____ 55. . . . is parent participation actively solicited, encouraged and facilitated in all aspects of the student's education?

_____ 56. . . . does the school attempt to involve parents as instructional partners in the reinforcing of behaviors, skills, and academic competencies to be acquired by the student?

_____ 57. . . . does the school sufficiently communicate with parents in order to ensure consistency of instruction between the school and home?

_____ 58. . . . are the report(s) of student progress frequently and clearly communicated to parents?

_____ 59. . . . does the school seek input from parents and parent organizations in the improvement of special education?

SERVICES

This Category of Indicators reviews the quality of some of the services which may be offered in schools. The availability of these services often indicates extra concern for the child and consequently may characterize a quality school program.

Services — From a parent perspective and as related to students with handicaps, to what extent

_____ 60. . . . is a school nurse available in schools where the need exists?

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Services (Continued)

_____ 61. . . . is a written policy of administering medication in place?

_____ 62. . . . and does it allow self administration under qualified supervision?

_____ 63. . . . are procedures for meeting medical emergencies implemented through formal policy/direction?

_____ 64. . . . is there an attempt to involve community organizations, where appropriate, in the students' education?

_____ 65. . . . are services available to parents and educators to assist them in solving student related behavioral difficulties?

_____ 66. . . . is the transportation schedule for students with handicaps reasonable?

_____ 67. . . . is adaptive equipment provided where necessary for transportation of students with handicapping conditions?
- ► hydraulic lift
- ► safe way to secure wheelchairs
- ► bracing equipment when appropriate

_____ 68. . . . is a two way communication system in place on bus or van?

PHYSICAL PLANT

This Category of Indicators reviews use of school buildings and how it contributes to successful education of students with handicaps.

Physical Plant — From a parent perspective and as related to students with handicaps, to what extent

_____ 69. . . . are special education classrooms interspersed with regular education classrooms in a manner which enhances students' educational and social development?
- ► location in building
- ► age appropriate relationship

_____ 70. . . . do special education classrooms enhance the positive self-image of students?

Rating Scale

3 — Outstanding Quality Observed or Perceived
2 — Satisfactory Quality Observed or Perceived
1 — Quality Not Observed nor Perceived
NA — Not Applicable

Physical Plant (Continued)

_____ 71. . . . are rest room and personal hygiene areas equipped for student needs?
- ► paper towel holders, blowers and personal hygiene supply
- ► containers at the proper height to accommodate students in wheelchairs
- ► grab bars readily handy and in proper position to be useful
- ► private dressing areas provided for students who have a physical disability, in which they may not be made the object of harsh comments

_____ 72. . . . are health and student service personnel located in areas which are accessible to students with handicaps?

PLANNING

This Category of Indicators is to assess the quality of the planning which is critical in support of students with handicaps as they are directed toward success in areas appropriate to their skills.

Planning — From a parent perspective and as related to students with handicaps, to what extent

_____ 73. . . . are scheduled times allotted for regular and special educators to exchange information?

_____ 74. . . . in accordance with accepted professional standards of confidentiality, is student information, needs, etc. successfully shared from one special education staff member to another as well as from current to future staff members who will be serving the child?

_____ 75. . . . in accordance with accepted professional standards of confidentiality, is there an attempt to share/include parent provided information?

_____ 76. . . . are there evaluations of program/service delivery and is information secured through the evaluation used in program/service modification?

_____ 77. . . . is there an attempt to evaluate the success of students who have completed schooling and is acquired information used in program/service modification?

_____ 78. . . . are provisions made for staff recognition?

_____ 79. . . . is there planning involved, and are procedures in place for a pupil's coordinated transition from preschool to school?

_____ 80. . . . are special education student school calendars coordinated with regular education student school calendars?

Preparation for the Exit Conference

Presenter Instructions:

Before the exit conference, the team members will:

- Make sure your Team Joint Reviewer Rating Form #15 and Quality Indicator Form #16 are completed and duplicated. (A copy for each team member. The originals are for the special education director.)
- Count the **number of 2's** (or above) scores on the Joint Reviewer's Rating Form. This will give you the level of quality your IU has attained.
- Determine the level of recognition your intermediate unit will receive only **as follows:**

  (0 - 59) 2s (or above) = Letter of participation
  (40-59) 2s (or above) = Level I Award indicating Good Level of quality
  (60-69) 2s (or above) = Level II Award indicating Very Good Level of quality
  (70-80) 2s (or above) = Level III Award indicating Excellent Level of quality

- Choose a spokesperson for the exit conference who will open the conference. However, remember that each team member should participate.
- Determine areas each team member will address.
- Prepare all Excellent Quality Program Forms (#17).

You may save your individual rating forms and other data sheets. In the event that the special education director invites your team to work with her/him, you will have feasible suggestions to improve quality in specific areas. She/he may schedule other meetings after all PIPE activities are completed. Such meetings signal partnership growth.

- Check appropriate corresponding number on the top of Form #17, the Award Level Form. The bottom portion of this form will not be checked until at or after the Exit Conference so that the Special Education Director will have time (1 week) to consider his decision if necessary. **NOTE:** Reviewers should sign the bottom of Form #17 only **after** the bottom portion has been checked. This may be done at the close of the Exit Conference if the Special Education Director is able to decide then and there or, it may be done **after** she/he has had time (1 week) to decide. In this case the signing can be accomplished by mail.
- Now your team's Quality Review **materials** are ready for the Exit Conference. However, please **remember to take a PIPE Evaluation Information sheet and a PIPE Evaluation** (Form #15) to the Special Education Director so that she/he can evaluate Project PIPE.

As you approach the Exit Conference, keep in mind the following:

- The bottom of Form #17, the Award Level Form, is very important to the continuation of Intermediate Unit parent/educator partnerships, the main goals of our PIPE Project. It describes the options the Special Education Director has to affirm the ongoing partnership.

► Her his decision will signal the success of PIPE both locally and statewide SUCCESS is the continuation of the partnership

► Display Transparency #10

Read lower portion of Form #17 carefully A B and C are the intermediate until the option of upgrading and or maintaining the partnership Note that the option to upgrade exists even though a certificate is merited

A Indicates rereview based on joint reviewers suggestions

B Indicates the whole PIPE process will be used again The team members plus the two PIPE teams you will in service may be part of the further review Continuation after the first review by the lead PIPE team is also invitational and voluntary on the part of the three PIPE teams PIPE s monetary support ceases with the rereview Project PIPE offers technical assistance to the PIPE teams for reviews and for Parent to Parent In services

C Indicates local partnership continuation using the efforts and personnel of PIPE but tailoring this process to address specifics as desired by the partners

D The process ends at this time but the partnership exists for future collaboration

Be prepared to discuss the Award Level Form Leave it with her him for consideration

Give the special education director time to decide about Certificate upgrading but be persevering

If you desire your Master Trainer will assist you with the conference planning and award ceremony Please call her Notify the Master Trainers at least six weeks before the ceremony to have the certificate prepared Be positive The partnership is evolving but is not self-propelled Display spirit of mutual respect honesty and trust which will enhance true communication collaboration and cooperation

Award Level Form

Directions: Check all that apply.

_____ 1. IU has scored between 0-39 two's (2's or above). A Letter of Participation is to be sent to the IU as provided for by project PIPE or

- ► the IU may wish to attain a certificate. In this case, the special education director must request the PIPE team to do a rereview.
- ► the IU may be content with a Letter of Participation. In this case, no rereview will be done.

_____ 2. The IU has scored between 40-59 two's (2's or above). A Level I certificate will be awarded.

_____ 3. The IU has scored between 60-69 two's (2's or above). A Level II certificate will be awarded.

_____ 4. The IU has scored between 70-80 two's (2's or above). A Level III certificate will be awarded.

- ► the IU may wish to upgrade to a Level II or a Level III certificate. In this case, the special education director must request the local PIPE team to do a rereview.
- ► the IU may be content with the Level of Certificate that it has been awarded.

Check the following as appropriate:

_____ A. Local PIPE team and IU have begun a continuing local rereview based on suggestions in report.

_____ B. An ongoing local effort has begun in which reimplementation of all procedures will occur on a larger scale in the near future.

_____ C. Local Partnership continuation has been initiated using the efforts and personnel of PIPE but tailoring this process to address specifics as desired by the partners.

_____ D. Both local team and PIPE processes will terminate at this time.

Reviewer #1 (parent) _____ _____ _____

Reviewer #2 (parent) _____ _____ _____

Reviewer #3 (parent) _____ _____ _____

Reviewer #4 (IU staff) _____ _____ _____

Transparency #10

PIPE
Quality Review Process

SECTION V
Conducting the Exit Conference

All efforts have lead to this important meeting. Now, as a team, you have the opportunity to advance the working parent-educator partnership by presenting the information that the PIPE team has gleaned during its quality review and the level of recognition your IU merits.

Conducting the Exit Conference

Presenter Instructions:

Highlight the following:

The most important goal of the exit conference is to further develop an ongoing cooperative, contributing relationship with the special education director.

1. Approach the exit conference in a manner which will foster ongoing parent-educator partnerships. Once this door is open, attempt to keep it open!
2. Observe courteous procedures during the exit conference.
3. Be positive, regardless of level of recognition your IU will receive.
4. Present positive findings — the Quality Indicators that received a score of 2's or above.
5. Mention the forthcoming PIPE certificate, while commending the director for her/his participation. At this time, present any commendations related to programs recommended to Pennsylvania Promising Procedures Products and Processes (Program of Excellent Quality, Form #11)
6. Present areas that received a consensus rating of 1.
7. Share **feasibie** suggestions for improvement in specific areas as recorded on sheet you will give her/him.
8. Offer to rereview any or all of the specific areas when, after she/he has had the time to make improvements, she/he invites the lead PIPE Team for such a rereview. Encourage rereview. Offer to help the intermediate unit in implementation of feasible suggestions.
9. Offer to plan a celebration with attendant publicity when the PIPE Certificate is to be awarded.
10. Give the special education director a copy of Form #15 and Form #16. Keep a copy of each for your records. (Give Form #15 and Form #16 to the special education director/designee only.)
11. Share the basis for PIPE's recognition and certification. Give Form #17 for her/his consideration for upgrading if necessary or desired.
12. Before leaving the exit conference, give the special education director the PIPE evaluation form to complete and return to the PIPE office.

PIPE
Quality Review Process

SECTION VI
After the Exit Conference

Planning for the Rereview
Planning for Certificate Presentation

This section addresses team responsibilities and includes plans for the award ceremony and media notices.

After the Exit Conference

Presenter Instructions:

- Send a letter to the special education director expressing the PIPE Team's appreciation to all who participated in the PIPE Project quality review process.
- Forward signed copies of Form #1" to **both** the IU Special Education Director **AND** your PIPE Master Trainer. **If a rereview has been scheduled, please provide a date:**
- Ask the Master Trainer (by telephone) to prepare a PIPE certificate for your IU. Mail Form #1" to the PIPE office.

If a certificate is to be awarded, a member of PIPE staff will contact you upon receipt of Form #1" to provide the certificate and to assist in the coordination of the ceremony as well, if requested.

When the IU has not met the criteria for a certificate and does not wish a rereview, a Letter of Participation will be mailed by the PIPE project to the special education director thanking the director for the IU's participation in the PIPE review process. Where only a Letter of Participation is sent, you may choose not to initiate a media release or plan a ceremony. There may be many reasons why the director does not issue an invitation for a rereview. Nevertheless, the Teams, outside of the formal PIPE process, should continue the partnership and encourage reviews in some form.

The special education director may wish to involve the PIPE team members outside of PIPE to address specific items that the individual team members scored a "1". If the special education director seeks your assistance, the partnership is underway outside the efforts of the project. Remember, your suggestions will become her/his target(s) for action. Offer PIPE/Parent Training Parent Project parental assistance in "quality" improvement.

Awards

Presenter Instructions:

► Work with media specialists on:

Ceremony
News releases — samples
Letters of invitation
Invitation list

The Presentation of Awards

The awarding of a PIPE certificate to the IU is the public expression of the parent-educator partnership initiated by the PIPE project. The act of reciprocation is the basic fiber of a working partnership. The IU expresses the desire for a review of quality in their special education programs by extending an invitation to the PIPE teams. The parents' response to the IU invitation is their display of courtesy, cooperation and **confidentiality** while conducting the on-site review.

Then comes the opportunity to congratulate the IU with a PIPE certificate, commending the IU's interest in quality assessment and improvement. This makes all the dedicated efforts of **both** parents and educators worthwhile. The ceremony for the awarding of a PIPE certificate should be a worthy celebration because of the uniqueness of the partnership that made it all possible.

Each award ceremony is to be individually planned by the local PIPE teams. To receive the exposure this unique event deserves, news releases should be mailed or delivered to all the local media. The first article has appeared in the local papers before the on-site review, explaining the background of the PIPE project and the reason for the PIPE teams' presence in the IU's classes and schools. A second item in the local papers would be appropriate a few days before the actual award ceremony and should at least include the following bits of information: (Contact IU public relationship specialist as above)

- Uniqueness of the project . . . a true parent project, the award's significance, our Commonwealth of Pennsylvania being the first to involve parents and educators together in identifying quality.

  —Certificate be awarded and commendations offered.
  —Names of the local lead PIPE team members.
  —Name of the special education director.
  —Date, time and place.
  —Other generic information, i.e., information form "PIPE Project Overview"

- Your IU information manager or similarly designated individual should be utilized in preparing and distributing the news releases.

- Notices of invitation extended for the PIPE certificate presentation ceremony may include:

  —the PIPE team members
  —the special education director
  —master trainer
  —intermediate board chairperson
  —intermediate unit executive director
  —a superintendent of schools
  —local legislators
  —parent and advocacy group members
  —the general public.

This event can be as big and splashy as a PIPE team would want. **Keep in mind that a job well done could result in increased respect for the positive value of parent/educator partnerships.**

Enclose Copy of PIPE Overview
Sample

*NEWS RELEASE

PARENTS COMMEND LOCAL PROGRAMS

Intermediate Unit 40 has been awarded a Project PIPE, Parent In Partnership with Educators, certificate for participating in a Quality Review by a parent review team. The intermediate unit provides educational services to students with handicaps for the following participating school districts. (List)

The PIPE team, which includes Joelle Smith of Wellsboro, John James of Troy, Carol Jones of Alba, and Robert Edward of Westfield, observed and reviewed local programs for students with handicaps for approximately two weeks. They used a list of "Quality Indicators" developed by parents of children with handicaps and an ad hoc committee composed of advocates, special education directors, and representatives of Pennsylvania's teacher unions. These Quality Indicators include evidence of special effort in the special education programs beyond compliance with the law and are intended to form a parent-educator partnership through the use of parent review of quality.

The award was presented by Mrs. Jones to Ms. Jessica Lawton, director of special education, who accepted on behalf of the intermediate unit.

The lead PIPE Team recognized quality in the areas of:

_____

_____

_____

_____

_____

**Additional information may be obtained from the "PIPE Project Overview."*

Enclose Copy of PIPE Overview Sample

***NEWS RELEASE**

On March 7, 1987 at 7:00 p.m. at the Troy Library, IU #_____ will be presented with a certificate commending the quality of its programs for students with handicaps. The award will be presented by the local PIPE (Parents In Partnership with Educators) team. This team is composed of three parents of handicapped children and one Intermediate Unit staff member. Team members are: parents Joelle Smith of Wellsboro, John James of Troy, and Carol Jones of Alba, and Robert Edwards of the intermediate unit. Project PIPE and the Intermediate Unit cordially invite the public to attend.

The purpose of the project is to reinforce the Parent-Educator partnership. The awarding of the Certificate of Quality affirms the partnership and recognizes the Quality of Education as perceived by parents. The team, at the invitation of the Intermediate Unit Special Education director, Greg Johnson, has been reviewing various programs selected at random for about two weeks.

The public is invited to attend the ceremony.

**Additional information may be obtained from the "PIPE Project Overview." Please contact: _____, telephone (_____)_____-_____.*

The Certificate

Presenter Instructions:

Show transparency #11

► Explain:

Level I =Good Quality = 40-59 2's or above on Quality Indicators
Level II =Very Good Quality = 60-69 2's or above on Quality Indicators
Level III =Excellent Quality = 70-80 2's or above on Quality Indicators

► Recall that a Letter of Participation, not a certificate is sent to an IU receiving less than 40 2's or above on Quality Indicators and not wishing to upgrade via rereview.

► The Certificate is a means of awarding an IU for progressive achievements in the level of quality through partnership endeavors.

► The format of the certificate clearly shows the **possibility** of achieving all three levels of quality, Good, Very Good and Excellent.

► If, on initial review, an IU does not attain a Level III award which would merit a certificate containing three seals (one for each level), it may wish to upgrade.

► As the IU achieves each level based on rereview ratings, an additional seal will be provided by the PIPE Project and presented to the IU by the local PIPE team.

* Certificate Format (Facsimile) Parent Award Recognizing Quality in Special Education

**The Certificate will be supplied by PIPE upon receipt of Form #1".*

PROJECT PIPE

PARENT AWARD RECOGNIZING QUALITY IN SPECIAL EDUCATION

Having achieved quality, as perceived by parents of students with handicaps reviewing FORTY randomly selected classes and evaluating the quality of education being presented by the use of EIGHTY SPECIAL EDUCATION PIPE QUALITY INDICATORS, the Parents In Partnership with Educators local PIPE REVIEW Team recognizes:

Intermediate Unit ___ with this PARENT AWARDED Certificate.

The local Parent-Educator Partnership Review Team believes that the Intermediate Unit, continuing the Partnership started here, will attain even higher levels of quality and offers continued assistance through local implementation of the principles of PIPE.

Level I: Good Quality _____ Level II: Very Good Quality _____ Level III: Excellent Quality _____

Date _____ Date _____ Date _____

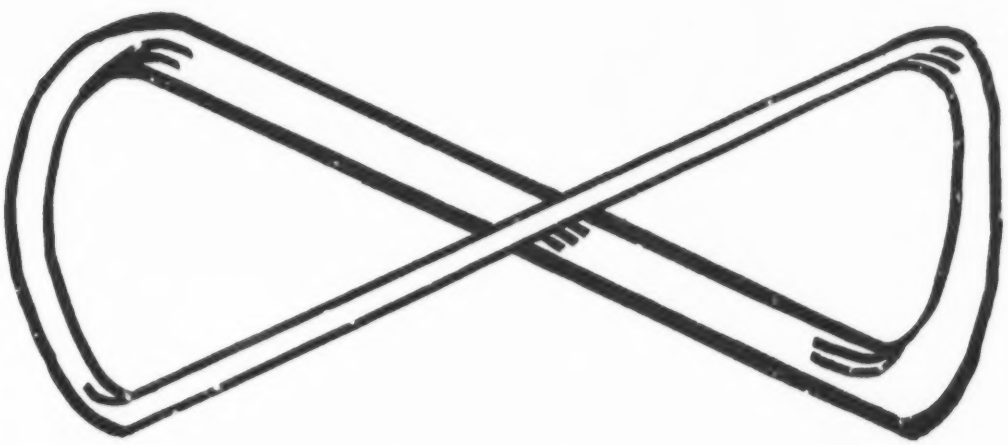
Secretary of Education _____ Project Coordinator _____

Transparency #11

PIPE
Quality Review Process

SECTION VII
Multiplier Training

This section presents information for replicating regional in-services in which you received training in order to prepare additional local teams to assist in on-site reviews and to continue the partnership beyond the time frame of the federal grant.



Introduction to Multiplier Workshop

Presenter Instructions:

The in-service training of additional team workshops will take place within a month of the regional in-services. Technical assistance will be available from the Master Trainers. The list of Master Trainers is in your packet. The in-services will prepare additional parent team members for a continuing local partnership review, if the special education director so desires, as well as provide you with additional team members to assist, on a necessity basis, with the review. The proposal provides the initial PIPE Team parents honoraria and expenses to conduct these workshops.

The local PIPE team is responsible to conduct workshops for two additional parent-to-parent teams. The initial PIPE team will review for quality at the invitation of the special education director and, after the review, will conduct one two-day rereview if one is called for at the invitation of the special education director.

PIPE is financially responsible for the 10 initial PIPE Team parents.

2 day in-service	Travel expense and meals for overnighters Travel expenses and lunch for commuters
3 half-day workshop	Travel expenses and honoraria
*2 days quality review	Travel expenses and honorarium
*2 day quality rereview	Travel expenses and honorarium

**By invitation of special education director.*

You and the additional teams you prepare will serve in a partnership capacity with the special education director on a voluntary basis.

The involvement of the two in-service teams is voluntary. After the multiplier, and if there is not an invitation, there will be no further funding for the initial PIPE Team (past May 198"). However, the special education director may invite you at another time. Encouragement from team members is essential.

Two more teams will be able to conduct quality reviews at the request of the special education director. Many types of quality reviews, outside PIPE, can be undertaken by the special education director and the teams in partnership. Further reviews are beyond the scope of the PIPE project. Keep in mind partnership is the goal.

Instructions for Multiplier Workshops

Presenter Instructions:

The Team will

- Replicate in-service for the two remaining Parents-Training-Parents teams. Master Trainers will be available to offer technical assistance.
- Contact P-T-P Team members and advise them about the multiplier in-services.
- Set the schedule for the multiplier in-service workshop. Three half days are budgeted for in-services.
- Prepare and mail letters to Deans of Colleges of Education. IU will provide college names and addresses for your area. (Sample letters follow.)
- Present in-service to the two teams to prepare them to review Quality at the invitation of the special education director or serve as Review team members when needed.

PIPE financially supports only the initial PIPE team in the invitational review and one rereview (if necessary).

PIPE provides manuals for the workshops.

- At the close of the workshops please have everyone present complete the Post Test (Form #18) and the Project PIPE Evaluation Form #13.)
- Team members Mark "M.B.1" on "Project PIPE Evaluation". (Multiplier "B.1").
- Team members who are advocates will mark the second evaluation "B.2."
- College faculty attending the workshop — will mark their "Project PIPE Evaluation" Form #13 "**IHE-B**" (Institutions of Higher Education — IHE).
- Forward all Project PIPE evaluations to PIPE Office.
- Forward Pre/Post results to Master Trainer.

Keep the goal in mind. The Teams will encourage and support the special education director in the continuation of reviews for quality.

Master Trainers are available for technical assistance upon request.

College of Teacher Education faculty were invited to the Regional PIPE In-service. You will invite local College of Teacher Education Faculty within your IU to attend your workshops. The PIPE staff has informed Institutions of Teacher Education about Project PIPE. We hope that the review of quality using the quality indicators will lead to some indicators being included in teacher education and Standards. Include PIPE overview, Quality Indicators and Project PIPE evaluation Form #13. When mailing to colleges mark "IHE-A" on Form #13.

Dean-Chairperson
Department of Education
Teacher Education
University or College
Town, State Zip

Dear Dean/Chairperson,

Project Parents in Partnership with Educators (PIPE) is a federally funded state and local effort to reinforce the fledgling partnership developed between parents and educators during the Parent Training Parents project. The prime purpose of the project is to maintain and enhance the parent-educator partnership by increasing the quality of special education programs for students with handicaps. This year local PIPE teams will review programs delivered by the Intermediate Unit for Quality, based on parent developed Quality Indicators.

The Quality Indicators were developed by the six Master Trainers, all of whom are parents of children with handicaps, and an ad hoc committee. The ad hoc committee included two parents from Parent Education Network (PEN), three Special Education Directors, two teachers representing Pennsylvania Federation of Teachers (PFT) and Pennsylvania State Education Association (PSEA), and one superintendent.

Twenty-nine initial PIPE teams, one from each Intermediate Unit in the state, will be in-serviced on the use of the Quality Indicators. At the invitation of the Special Education Director each team will then review programs in its own Intermediate Unit. These teams include three parents of children with handicaps and one IU staff person.

Will you please have the teacher education professor(s) rate Project PIPE and return the form(s) to

Project PIPE
1900 Clairton Road
West Mifflin, PA 15122

We feel that this workshop will be informative and of particular interest to faculty now engaged in teaching future educators. We, therefore, cordially invite the faculty of the College of Teacher Education to attend this inservice/workshop to be held on _____, 1986 at _____ o'clock in the _____, _____, PA. We hope that all IHEs will include our program materials in regular and special education teacher curricula. We will give manuals and materials for IHE use if requested.

Sincerely,

_____
IU - PIPE Team

Enclosures

Attendance Sheet

Local PIPE Team Workshops — Intermediate Unit #_____

1. NAME
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   TOWN
   TELEPHONE ( ) —

2. NAME
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TELEPHONE ( ) —

Evaluations and Closing

Presenter Instructions

- Ask participants to take the Post-Test from folder. Form #18
- Explain that this is the same Form (#18) as the pre-test.
- Give audience 5 minutes to complete post test. The Pre/Post answer sheets are not in the PIPE manual. While the participants work have Answer Guide Handout #2 at hand to distribute to participants who will place it in their manual.
- Go over answers with audience; answer questions. Hand out answer guide.
- Collect Pre-test Form #1, and Post-test Form #18.

  (Presenter will calculate Pre and Post test information after in-services and send results to PIPE office.)
- After completion — ask participants to take PIPE evaluation Form #13 from their folder.

Explain:

There are **three phases of the PIPE Project Evaluation Report** required in our work with U.S. Department of Education. Project PIPE Evaluation Procedure Information follows in the manual.

The first phase "A" has already been done. PARENTS, ADVOCATES, SPECIAL EDUCATORS and TEACHERS have responded to the evaluations and those responses constitute the baseline for the PIPE Project. This is evaluation to understand what respondents felt or knew about Project PIPE and the subsequent evaluation will indicate the progression of the Project.

- Ask Teams and audience to complete Form #13.
- Ask Teams to mark this sheet B.1.
- Ask college faculty to mark this sheet IHE-A.

Allow 10 minutes for completion of Form #13 — Collect.

- Ask if any parent team member formally represent advocacy groups. If so, explain that you request they complete a second PIPE evaluation from advocacy group perspective.
- Distribute Form #13 to advocates.
- Have it marked "B.2".
- Collect after 10 minutes.

Explain:

The next step in the B phase is the actual on-site review.

B.3 Special education director evaluates before review. (Mark B.3)

B.4 Ask the special educator if the evaluations may be given to 15 teachers, to evaluate prior to on-site. Mark this sheet B.4. This is voluntary on the part of teachers.

The final set in the PIPE evaluation is as follows:

C.1 Teams will evaluate after on-site. (Mark C.1)

C.2 Advocate team members will evaluate after on-site. (Mark C.2)

C.3 Special education director after on-site. (Mark C.3)

C.4 Teachers whose classes were observed will evaluate after on-site. (Mark C.4)

At the multiplier workshop the teams in-serviced by the initial PIPE Team will also evaluate in the same fashion. Mark this sheet M B.1 (Multiplier B.1 - M B.2 - IHE - MB).

All PIPE evaluation forms are to be sent to the PIPE office.

- Present Closing Remarks.
- Distribute a PIPE Team Member Personal Director to each team member in audience.
- Calculate Pre and Post test information. Record on "Recording Form — PIPE Team Workshop." Send results to PIPE office.

Post-Test

DIRECTIONS: ANSWER EACH STATEMENT	True	False
1. The best way to reach agreement for a single score based on four or more individually determined scores is to determine an average.	_____	_____
2. Intermediate unit administrators are strongly opposed to a review of educational quality by parents; especially if parents define quality.	_____	_____
3. When parents find quality in an IU, they should not inform the public since educators may let up on the job.	_____	_____
4. Subjective judgement is not required in defining quality.	_____	_____
5. The PIPE federal grant requires IU's to allow parent review of educational quality as defined by parents.	_____	_____
6. No way now exists to assist IU's in adopting quality practices and products found through parent reviews.	_____	_____
7. The goal of PIPE is, through parent review of quality, to to demand quality in the schools.	_____	_____
8. One result of PIPE will be parent initiation of "corrective action plans" legally forcing IU's to make recommended changes.	_____	_____
9. When quality is found in the schools and the parent team awards a certificate, PIPE partnerships efforts should end.	_____	_____
10. One objective of PIPE is to continue to facilitate and help Parent-To-Parent activities continue locally.	_____	_____
11. Teacher unions are opposed to parent review of educational quality in the schools.	_____	_____
12. For both parents and educators, quality should be defined by P.L. 94-142/98-199.	_____	_____
13. PIPE is an evaluation of IU compliance with State and Federal laws.	_____	_____
14. P-T-P and PIPE have brought parents into the formal review of compliance via the Program Audit System.	_____	_____
15. The purpose of the quality indicators is to provide parents with the tools and avenues necessary to force schools to improve quality in special education.	_____	_____

16. The Bureau of Special Education, Pennsylvania Department of Education is opposed to parent review of educational quality. _____ _____

17. PIPE calls for the positive reinforcement of quality where it is found. _____ _____

18. If negatives are found by local PIPE teams, the proposal requires that this information be shared only with the IU Special Education Director or her/his representative. _____ _____

Form #13

PIPE Project Evaluation

Directions: We are familiar with school grades. This is your opportunity to grade PIPE. Please circle the letter grade which you believe PIPE will achieve (has achieved) on the following items:

A B C D F 1. Parents and educators working together to further improve education for students with handicaps.

A B C D F 2. Parent acceptance of educators as willing and cooperative copartners.

A B C D F 3. Skills of PIPE staff to implement project procedures in a manner which fosters a true partnership.

A B C D F 4. Increased commitment to a parent-educator partnership by the Bureau of Special Education, IU administrators and local school personnel.

A B C D F 5. Skills of PIPE Parents to foster local partnerships by focusing only on the quality indicators.

A B C D F 6. Willingness of IUs to invite a parent review process into their schools.

A B C D F 7. Involving parents as auditors in the Bureau of Special Education Program Audit system.

A B C D F 8. A second invitation from the IU for parent rereview, if necessary.

A B C D F 9. A willing coalition of parents and educators reviewing programs and jointly attempting to make sequential mutual improvements in quality special education.

A B C D F 10. Increased perception by educators that parents are equal partners in the education process.

A B C D F 11. Increased use of collective parent-educators actions and mutual assistance in making educational changes.

A B C D F 12. A parent-educator partnership which will be capable of joint efforts in areas other than educational quality.

A B C D F 13. Increased ability of advocacy and educational agencies to willingly mediate difficulties, achieve working consensus, and initiate collective actions beneficial to students with handicaps.

A B C D F 14. IU willingness to continue to facilitate local PIPE partnerships beyond Project PIPE.

A B C D F 15. Increased skills of educators to willingly foster partnerships with parents.

A B C D F 16. Skills of PIPE parents to reward positive review findings publicly, to share any negative findings **only** with the IU, and to do so in a partnership manner.

A B C D F 17. Teachers and administrators will support the continuation of an alliance between the school and advocacy agencies/parents.

Project PIPE Evaluation Procedure Information

The following is not for discussion but merely informational.

A. Baseline Evaluation: Responsibility of Project Coordinator

(Evaluations forms were mailed to)

A.1 Parents (Parent to Parent Team)

A.2 Advocates (Groups)

A.3. Special Education Director (Association)

A.4. Teachers (via teacher groups as PFT and PSEA)

Results constitute base line per group

PROJECT PIPE EVALUATION PROCEDURE

B. Regional In-service Evaluation Responsibility of Master Trainers.

B.1. PIPE Team (all team members)

B.2. Advocates (if a team member represents a specific parent group, that team member will respond to evaluation as a specific advocate (second evaluation sheet)

College faculty in audience will evaluate. Marking Project Evaluation IHE-A (Institutions of higher education)

This indicates increase of awareness based on regional in-services.

PROJECT PIPE EVALUATION PROCEDURE

B. (Continued) Local PIPE Team Workshop responsibility of initial PIPE Team

*(M) B.1. New PIPE Teams

*(M) B.2. Advocates: if team members specifically represent a parent advocacy group, they will respond to advocates using second evaluation sheet.

The IHE-B Local college faculty attending will be asked to evaluate Project PIPE. Evaluation marked IHE-B.

This shows progression based on initial PIPE team to local Parent Teams workshops.

PROJECT PIPE EVALUATION INVITATIONAL REVIEW PROCEDURE

B. (Continued) Invitational Review responsibility of Lead PIPE Team

B.3. Special Education Director (to rates project prior to review)

B.4. Teachers (15 teachers other than those whose classes were randomly selected, to rate prior to review)

This indicates awareness prior to Invitational Review.

PROJECT PIPE EVALUATION AFTER REVIEW PROCEDURE

C. After completion of all phases of Quality Review responsibility of initial PIPE Team

C.1. Initial PIPE Team (initial PIPE Team)

C.2. Advocates (initial PIPE Team members who specifically represent advocacy groups).

C.3. Special Education Director

C.4. Teachers (teachers will mail evaluation to PIPE Project in envelope provided).

This indicates awareness and attitude after quality review. We are on the way!

Closing Remarks

As we end our training session, we want you to know that you have the appreciation of our PIPE Project director, Lee Herron, Ph.D., our coordinator, Mrs. Ellen Siciliano and each of the Master Trainers for your interest in promoting the development and continuation of parent/educator partnerships in Pennsylvania.

We are aware that the PIPE Quality Review process requires your exquisite attention to details in both planning and execution and; we have utmost confidence in your abilities.

You are the first parents of Special Education students in America to attempt to assess areas of quality in your children's programs using a procedure which is focused on building of parent/educator partnerships! You are here and willing because you believe in the powerful value of those partnerships and you realize that THE TIME HAS COME FOR PARTNERSHIP! We wish you the best of luck in translating that realization into reality!

We stand ready to assist you in that effort and congratulate you for your dedication and commitment.

THANK YOU

PIPE Team Members Personal Directory

NOTE: This is for your convenience in contacting one another to decide on a date and time for your planning meeting should your IU special education director invite your team to conduct a Quality Review.

► Select chairperson and list team members

1. Name
   Address
   Town
   Telephone #

2. Name
   Address
   Town
   Telephone #

3. Name
   Address
   Town
   Telephone #

4. Name
   Address
   Town
   Telephone #

► Individual team members decide best time to contact one another

► Master Trainer:

Name
Telephone #

Reporting Form — PIPE Team Workshop

Intermediate Unit _____

The PIPE Team in-service of remaining two teams.

Participants: Names and Addresses

Parents _____

Staff _____

_____ Total PIPE Teams

*Post Test Score _____ Raw score _____%

*Pre Test Score _____ Raw score _____%

Increase in knowledge _____%

This report is to be mailed to the Office
Project PIPE
1900 Clairton Road
West Miffling, PA 15122
Tel. #(412) 469-2540
or (717) 783-6913

Please call if you need clarification

Master Trainer ( ) —

Directions:

1. Calculate % of correct responses — Post-test.
2. Calculate % of correct responses — Pretest
3. Subtract to determine % of knowledge gain

**To determine % divide total number of correct responses by total number of questions.*

Please send a copy of your sign-in sheet with this form.

PIPE Pre/Post-Test Answer Guide

DIRECTIONS: ANSWER EACH STATEMENT	True	False
1. The best way to reach agreement for a single score based on four or more individually determined scores is to determine an average. *(F. One person could have seen something overlooked by others; discussion and consensus based on individual reasons is better.)*	____	F
2. Intermediate unit administrators are strongly opposed to a review of educational quality by parents; especially if parents define quality. *(F. IU Special Education Directors have endorsed this project.)*	____	F
3. When parents find quality in an IU, they should not inform the public since educators may let up on the job. *(F. The best way to continue positive behavior is to reward it.)*	____	F
4. Subjective judgement is not required in defining quality. *(F. What is quality for one person, may not be for another.)*	____	F
5. The PIPE federal grant requires IU's to allow parent review of educational quality as defined by parents. *(F. Invitation only; a better way to develop a lasting relationship.)*	____	F
6. No way now exists to assist IU's in adapting quality and practices and products found through parent reviews. *(F. PA Promising Practices and Processes.)*	____	F
7. The goal of PIPE is, through parent review of quality, to demand quality in the schools. *(F. The goal is an ongoing partnership which works toward ever improving partnership.)*	____	F
8. One result of PIPE will be parent initiation of "corrective action plans" legally forcing IU's to make recommended changes. *(F. Both initial participation and any "corrections" are voluntary on the part of the IU.)*	____	F

PIPE Pre/Post-Test Answer Guide (Continued)

DIRECTIONS: ANSWER EACH STATEMENT	True	False
9. When quality is found in the schools and the parent team awards of certificate, PIPE partnership efforts should end. *(F. The local PIPE team should facilitate local continued implementation.)*		F
10. One objective of PIPE is to continue to facilitate and help Parent-To-Parent activities continue locally. *(F. It is hoped that these partnerships will continue at the local level when the Federal assistance ends.)*		F
11. Teacher unions are opposed to parent review of educational quality in the schools. *(F. Both American Federation of Teachers (AFT) and Pennsylvania State Education Association (PSEA) have endorsed and assisted PIPE.)*		F
12. For both parents and educators, quality should be defined by P.L. 94-142/98-199. *(F. Quality is more than appropriate!)*		F
13. PIPE is an evaluation of IU compliance with State and Federal laws. *(F. Of parent perceived quality as defined by the QIs.)*		F
14. P-T-P and PIPE have brought parents into the formal review of compliance via the Program Audit System. *(T. Parents have been in-serviced as formal auditors and are beginning to participate as members of Bureau of Special Education Program Audit Teams.)*	T	
15. The purpose of the quality indicators is to provide parents with the tools and avenues necessary to force schools to improve quality in special education. *(F. To assist, not force, you don't do that to a partner.)*		F
16. The Bureau of Special Education, Pennsylvania Department of Education is opposed to parent review of educational quality.		F
17. PIPE calls for the positive reinforcement of quality where it is found.	T	
18. If negatives are found by local PIPE teams, the proposal requires that this information be shared only with the IU Special Education Director or her/his representative.	T	

PROJECT PIPE

Parents in Partnership with Educators

The Purpose

- to build parent/educator partnerships

- to create lasting local parent/educator partnerships

- to have Parents In Partnership with Educators (PIPE) TEAMS review some facets of special education programs for quality at the invitation of the special education director at local education agencies (LEAs)

- to improve, together, the quality of special education delivered to students with handicaps

The Background

- Project PIPE is a federally-funded state and local effort to strengthen partnerships between parents and educators begun by the Parent to Parent project.

The Development

- Parents of children with handicaps, with an ad hoc committee of other parents and educators, developed special education QUALITY INDICATORS. These will enable parent-educator partnership teams to review, from the parent perspective, the quality of special education throughout the Commonwealth of Pennsylvania.

The Teams

- Each team will have three parents and one educator from the LEA. A PIPE TEAM from each LEA will receive in-service by the Master Trainers on the use of Quality Indicators before they review special education for parent defined quality.

The Products

- a manual will assist local teams in reviewing special education

- a brochure

The Categories of "Quality"

- School Effectiveness
- School Climate
- Curricula/Delivery
- Personnel Development
- Home-School Interaction
- Services
- Physical Plant
- Planning

The Results

- establishment of a lasting parent/educator effort

- establishment of local ongoing collaborative parent/educator partnerships

- recognition of the local agency's quality education for students with handicaps

- offering feasible suggestions to improve quality based on the indicators

- increasing quality of Special Education for students with handicaps

PROJECT PIPE

Ellen Siciliano, Project Coordinator
Judith Body, Master Trainer
Judith Coole, Master Trainer
Glenda Fine, Master Trainer
Nancy Hoehn, Master Trainer
Ann Kernan, Master Trainer
Louise Lesko, Master Trainer

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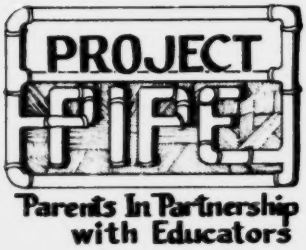
William F. Ohrtman, Chief
Division of Federal Programs and Special Projects
W. Lee Herron, Special Education Adviser/Project Director



For further information, call Pennsylvania Department of Education, Bureau of Special Education, **PROJECT PIPE** (717) 783-6913 or (412) 469-2540.

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